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ABSTRACT

This publication examines education at all levels in Austria. Topics discussed include the historical background of the basic system: preschool education: elementary, secondary, and higher education: special education: vocational and technical education: guidance services: teacher education: adult education: educational research: and recent developments and trends. A map, chart, and many tables are also included in the publication. The typical structure of the Austrian education system consists of the preschool level: the four-year elementary level: the eight- or nine-year secondary level (usually divided into a four-year lower and a four- or five-year upper cycle): and the higher education level. Higher education consists primarily of 12 universities, all of which are national institutions, and six colleges of fine arts that have university rank. The educational system is rounded out by an extensive adult education program that offers opportunities for advancement in professional, cultural, and academic areas. (Author/RM)

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The Educational System of Austria

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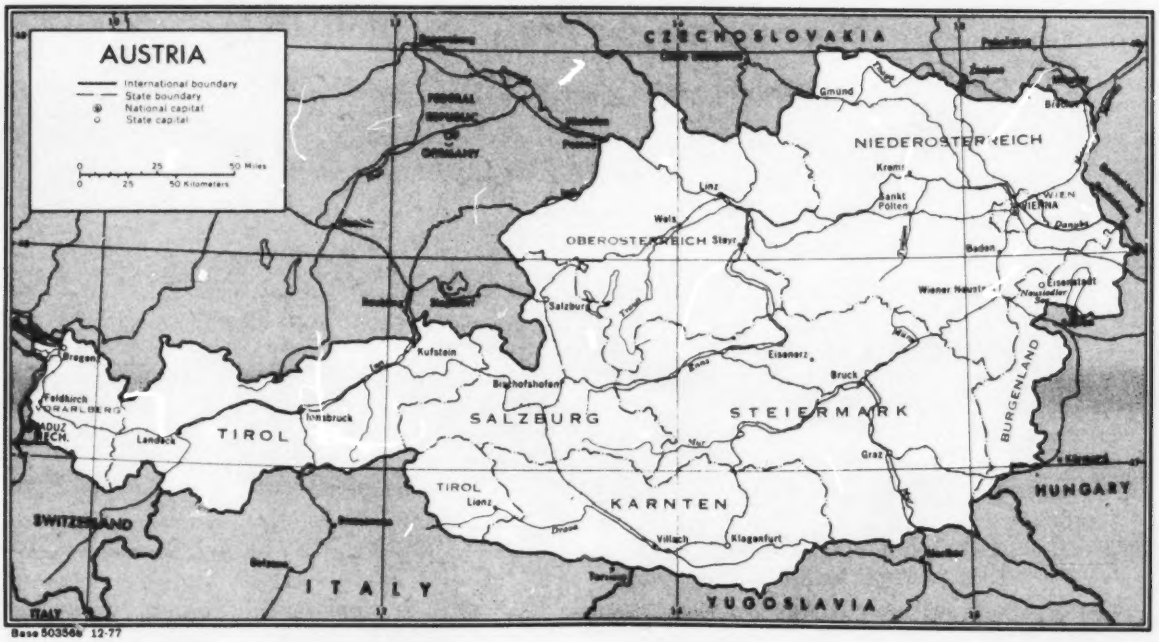


Austria: 1979

The Country and The People

Official Name: Republic of Austria

Location: Central Europe, bounded by Czechoslovakia, Hungary, Yugoslavia, Italy, Switzerland, Liechtenstein, and the Federal Republic of Germany.

Size: 32,369 square miles.

Main Subdivisions: 9 States (*Laender*), one of which is Vienna, the Federal capital.

Population: 7.5 million (1976 estimate).

People: 98 percent German-speaking; small Croatian, Slovenian, and Hungarian minority groups.

Official Language: German.

Literacy: 99 percent.

Type of Government: Parliamentary democracy (federal republic).

Religion: About 90 percent Roman Gatholic, with a Protestant minority primarily in Vienna and the mountains of Carinthia.

The Basic System

Historical Background

The Austrian educational system has a long and proud tradition, tracing its origins to the monastery schools of the medieval period that at first provided training for ecclesiastical occupations and later offered general education as well. Municipal schools independent of the church appeared as early as the 13th century. The University of Vienna, the oldest German-speaking university in the world, was founded in 1365.

From the 16th to the 18th century the Jesuit Order played a major role in the development of Austrian education. In 1552 the Jesuits founded an academic secondary school in Vienna, the forerunner of the modern classical *Gymnasium*, and soon thereafter established schools in Graz, Innsbruck, and other cities. In 1656 they took control of the newly established University of Graz, and in 1662 the Jesuit secondary school in Vienna was combined with the University of Vienna.

Following the expulsion of the Jesuits from Austria in 1773, State authorities increasingly assumed control of education. *General School Regulations for the German Normal, Upper Primary, and Trivium Schools,* promulgated by Empress Maria Theresa in 1774, established the following three types of schools through which students might progress: 1- or 2-grade lower elementary schools (Trivium schools) in all parishes, which taught religion, reading and writing, and arithmetic (originally the only public schools in small towns and villages); 3-grade upper elementary schools in large towns and cities, which added elementary Latin, drawing, geometry, geography, and history to the curriculum; and 4-grade normal schools in State capitals, with language, mechanics, and physics as additional subjects, and with provisions for training elementary school teachers. The total elementary school program was gradually extended from 4 or 5 years to 6 years throughout the country and was the prerequisite for the 4-year normal school.

The Imperial Primary School Act of 1869 introduced 8 years of compulsory education and extended the existing elementary school (by then termed the *Volksschule*) to 8 years as the standard type. In municipal areas the upper 3 years of the elementary school (grades 6 through 8) were organized as a separate school known as the citizens' school (*Buergerschule*), with requirements somewhat beyond the level of the standard elementary school but still classified as elementary. In 1927 these were reorganized as 4-year compulsory general secondary schools (*Hauptschulen*) that were to replace the upper 4 years (grades 5 through 8) of the elementary school in all but the most remote villages.

The foundation for the major types of secondary schools was laid by the *Organization Draft of 1849,* which established both the 8-year *Gymnasium* (a classical secondary school based on 4 years of primary education) leading to university admission, and also the *Realschule* (a 6-year secondary school with a science emphasis also based on 4 years of primary education). The *Realschule* was gradually extended to 7 and then to 8 years, providing access to university study in technology. In 1908 the *Realgymnasium,* with some of the science emphasis of the *Realschule* but also with considerable emphasis on foreign languages, was introduced and has become the dominant type of academic secondary school.

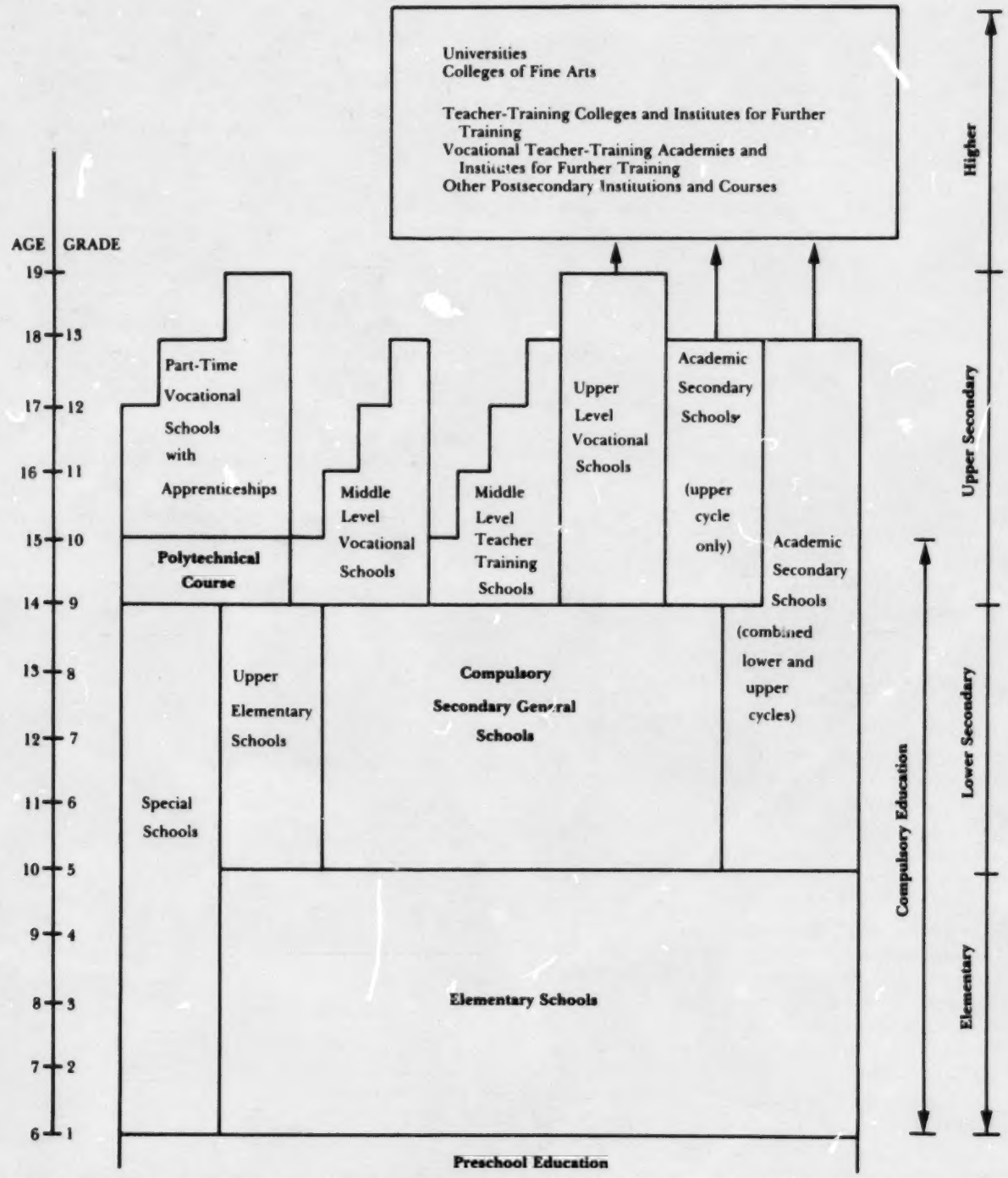
Notable progress toward establishing a comprehensive, democratic school system was made during the First Republic (1918–34), but this trend was brought to a halt by the National Socialist influence and the eventual absorption of Austria into Nazi Germany.

Following the restoration of Austrian independence in 1945, educational reform became a central issue facing the new government. Because of major differences in the educational policy of the leading political parties (Conservative People's Party and Socialist Party), extensive negotiations were carried on that finally led to adoption of the *School Acts of 1962,* which provide the legal foundation for the current Austrian educational system. These will be discussed in subsequent sections of this report.

Structure

The chart on page 3 presents the typical structure of the educational system, which consists of the following: The preschool level; the 4-year elementary level; the 8- or 9-year secondary level, usually divided into a 4-year lower and a 4- or 5-year upper cycle; and the higher education level.

The Basic Educational Structure: 1979



SOURCE: Adopted from Austria, Federal Ministry of Education and Arts, *Austria: Organization of Education in 1977–79*. Report presented at the International Conference on Education, IBE, and UNESCO, Geneva, July 1979. Vienna, 1979. P.19a.

Until 1962, compulsory education included 8 years, ages 6 to 14, corresponding to the duration of the former 8-year *Volksschule*. In 1962 it was extended to 9 years, ages 6 to 15, normally grades 1 through 9. Children who repeat grades may leave school after their 15th birthday without achieving 9th-grade level. Children whose 6th birthday falls after the September opening of school but before the end of the calendar year may enter school in September. At the request of parents, school entrance may be deferred for 1 year.

The lower level of the traditional 8-year elementary school (*Volksschule*) became the present 4-year elementary school. Its upper level was replaced, except in remote villages, by the 4-year compulsory secondary general school (*Hauptschule*), which enrolls the majority of children in grades 5 to 8.

The academic (pre-university) secondary school generally is an 8-year school (grades 5 through 12), organized into lower (grades 5 through 8) and upper (grades 9 through 12) cycles, leading to the certificate of maturity (*Matura* or *Reifezeugnis*), which qualifies students for university admission. The academic school appears also as an upper cycle school only, which students enter from the *Hauptschule* or the lower level of an 8-year academic secondary school.

Since the lower secondary level extends only through grade 8, the compulsory education through grade 9, a 1-year polytechnical (pre-vocational) course is provided for children who do not enroll in a school extending through grade 9. The course may be offered in a separate school or as the ninth year in another type of compulsory school. Upon completing the polytechnical course, children may leave school, but the majority continue their schooling, usually together with an apprenticeship.

An 8-year system of special schools and classes is provided for physically or mentally handicapped children who cannot meet the requirement of the general compulsory schools.

There are three types of vocational education: (1) Apprenticeship with compulsory part-time vocational schooling (usually 1 day per week or the equivalent in block time), generally 2 to 4 years in length depending on the particular trade or craft and leading to a certificate of vocational proficiency; (2) middle level vocational or technical full-time schooling, 1 to 4 years in length and leading to a certificate of vocational proficiency; and (3) upper level vocational or technical schools with 5-year programs leading to both a certificate of vocational proficiency and the academic secondary school leaving certificate (*Matura*).

The upper secondary level, in addition, includes schools for some types of teacher training (e.g., kindergarten teachers, homemaking teachers, and supervisory personnel for day-care centers). All upper secondary level schools except part-time vocational schools accompanying apprenticeship presuppose completion of the 8th grade. Apprenticeship is open to all students 15 years old or older, whether or not they have finished 8th grade.

Higher education consists primarily of 12 universities, all of which are national institutions, and six colleges of fine arts that have university rank. Other postsecondary institutions are colleges to train teachers for compulsory general schools, training academies for certain categories of vocational teachers, and a small number of other specialized institutions including academies for social work.

The educational system is rounded out by an extensive adult education program that offers opportunities for advancement in professional, cultural, and academic areas.

Enrollments

Table 1 presents enrollments at all levels of education.

Table 1.—Enrollment in educational institutions, by level and type of school: 1977–78

Type of school	Number of students
Total	1,732,799
Preschool	160,081
Elementary schools (grades 1–4)	467,046
Secondary schools	960,578
General education	612,176
Upper elementary schools	(2,523)
Compulsory secondary general schools	(362,416)
Polytechnical courses	(37,299)
Experimental courses (age group 10–14)	(32,987)
Academic secondary schools	(176,951)
Vocational education	342,352
Part-time vocational schools (1976–77)	(183,822)
Middle level vocational schools	(100,018)
Upper level vocational schools	(58,512)
Middle level teacher training	6,050
Special education (grades 1–8)	32,820
Higher education	112,274
Universities and colleges of fine arts	98,383
Universities	(92,809)
Colleges of fine arts	(5,574)
Other postsecondary institutions	13,891
Teacher-training institutions	(9,460)
Paramedical schools	(1,707)
Other	(2,724)

Sources of data:
Austria. Bundesministerium fuer Unterricht und Kunst. *Oesterreichische Schulstatistik*, Schuljahr 1977–78. Heft 27. Wien, 1978. pp. 134–35.
Ibid. *Bildungsbericht 1979*. Wien, 1979. pp. 85–88.
Austria. Bundesministerium fuer Wissenschaft und Forschung. *Hochschulbericht 1978*. (Tabellen 1.16; K 2). Wien, 1979. pp. 115, 170.

Eighty-eight percent of the students who had passed compulsory school age (6-15) in 1976-77 remained in school in 1977-78. These were distributed among school types as follows: All school grades 1-8 (including special education schools and academic secondary schools at those levels)—9.4%; polytechnical courses (9th grade)—9.8%; upper level academic secondary schools (grades 9-12)—17.1%; part-time vocational schools—33.8%; middle level vocational schools—17.8%; upper level vocationals—10.8%; and middle level teacher training schools—1.1%. (Total does not equal 100.0% due to rounding.)

Legal Basis[1]

The School Acts of 1962 consist of five major Federal acts that lay the foundation for regulating the Austrian school system:

1. *The Federal Constitutional Act of July 18, 1962,* defines the division of responsibility for education between the Federal and State authorities, defines public and private schools, and forms the basis for reorganizing Federal school authorities in the States and local districts (State and district school boards, respectively).
2. *The School Organization Act of July 25, 1962,* contains an enumeration and systematic regulation of most types of schools, including the general aims of the Austrian schools, the principle of free tuition at public schools, the general structure of syllabuses, and aims, organization, courses, and terminal certificates of individual schools.
3. *The Compulsory Schooling Act of July 25, 1962,* regulates compulsory general schooling between the ages of 6 and 15 and compulsory part-time schooling accompanying apprenticeship.
4. *The Federal School Inspection Act of July 25, 1962,* defines the responsibilities of Federal, State, and district authorities for school administration and supervision.
5. *The Private School Act of July 25, 1962,* regulates establishment, operation, accreditation, and subsidization of private schools.

In addition to the above, the School Acts contain new regulations for religious instruction, amending existing regulations that had been established in 1949.

The Vocational Training Act (Federal Act of March 26, 1969) regulates the training of apprentices in business and industry.

The School Instruction Act (Federal Act of February 6, 1974) applies to almost all schools enumerated in the *School Organization Act of July 25, 1962.* It provides the legal basis for admission of students, entrance and aptitude tests, time-tables, compulsory and optional subjects, teaching aids, grading systems, examinations, transfers among schools, and numerous other details of day-to-day school operations.

A number of important Federal acts deal with higher education. Among these are the following: *The General Universities Studies Act of July 15, 1966,* which is the common legal basis for all university studies; *The Arts Universities Organization Act of January 21, 1970,* and *The Arts Universities Regulations of February 3, 1971,* which regulate the six colleges of fine arts that have university status; *The University Fees Act of February 15, 1972,* that abolishes all fees for Austrian students at universities and other higher education institutions; and *The University Organization Act of April 11, 1975,* which provides the legal basis for current organization and administration of the universities.

The Federal Act of March 21, 1973, regulates various aspects of adult education, including conditions for Federal subsidies.

Numerous other acts regulate programs in specific fields, such as agriculture and forestry or paramedical professions, student aid at both the secondary and higher education level, and school maintenance and financing.

Administration

The nine States of Austria are Vienna (which is also the national capital), Burgenland, Carinthia, Lower Austria, Upper Austria, Salzburg, Styria, Tirol, and Voralberg. They vary in population from approximately 275,000 (Burgenland) to 1.6 million Vienna).

The Federal Government is primarily responsible for educational policy and general supervision of the formal educational system. The States participate in the day-to-day administration of education as defined by Federal laws (e.g., *The Federal Constitutional Act of July 18, 1962*). The States, in turn, have delegated some responsibility to the local districts (*Bezirke*) and to the schools themselves.

Federal level.—With few exceptions, the Federal Government is directly responsible for administering noncompulsory public education, which includes aca-

[1]Adapted from Federal Ministry of Education and Arts, Austria. *Austria: Organization of Education in 1977-79.* Vienna, 1979. Pp. 6-9 (Mimeograph).

demic secondary education, middle and upper level (full-time) vocational education, secondary level teacher training, and all higher education. Federal laws dealing with education must be passed by a two-thirds majority of the Parliament.

The Federal responsibility for education is assigned primarily to two ministries: The Federal Ministry of Education and Arts (*Bundesministerium fuer Unterricht und Kunst*) and the Federal Ministry of Science and Research (*Bundeministerium fuer Wissenschaft und Forschung*). The latter, established in 1970, is responsible for the universities, for the colleges of fine arts, museums, and libraries, and for pure and applied scientific research, while the former is responsible for almost all other parts of the educational system, including both general and vocational education. Other ministries are fully or partly responsible for administering schools in their particular areas of concern (e.g., the Ministry of Agriculture and Forestry for schools of agriculture and forestry, the Ministry of Health and Environmental Protection for schools of nursing and paramedical occupations).

A limited number of schools, such as the teacher-training colleges, some upper level technical schools, and a few residential academic secondary schools, are administered directly by the Federal Ministry of Education and Arts. However, the major part of the Federal responsibility for education is carried out by agencies based in the States but responsible to the Federal Government. These are the State school boards and district school boards.

State level.—The State school board (*Landesschulrat*) consists of the president, the council, and the staff. The chief executive officer of the State serves as president and chairman of the council. The voting members of the council consist of representatives of the political parties, parents' organizations, and teachers. Advisory members represent religious organizations, legally recognized interest groups such as trade, labor, and agricultural organizations, and others. The staff includes administrative personnel and school inspectors.

The State school board exercises direct supervision over academic secondary schools, all vocational schools, and middle level teacher-training schools. School inspectors are specialized for specific types of schools.

Preschool education is a direct responsibility of the States and does not fall within the scope of Federal law. Each of the nine States has passed preschool laws, almost identical in content, which are administered by public and private agencies outside the formal school system.

Local level.—The nine States are subdivided into a total of 120 school districts (*Bezirke*). District school boards (*Bezirksschulraete*) are organized similarly to State boards and by delegation from the State are responsible for all compulsory general education. The following is a typical State law: "The administration of public elementary and compulsory secondary general schools, the special schools attached to these, as well as the polytechnical courses, is the responsibility of the community in which the school is located."

The district board is responsible to the State board, which, in turn, is responsible to the Federal Ministry of Education and Arts, which represents the ultimate Federal authority in the field of education. Thus the Austrian educational system presents a degree of centralization that is unusual in a politically federal system of government. Nevertheless, principals and teachers of individual schools in actual practice have substantial freedom to adapt school programs to local needs. They are, however, limited by the requirement to prepare students for external examinations, the most important of which are the national school-leaving examinations at the end of secondary school.

Private Schools

The Federal Constitutional Act of July 18, 1962, defines the term "legal school-maintaining authority" as the jurisdiction responsible for operating and maintaining the schools. This authority may be a Federal agency, a State agency, or a local district upon delegation by a State agency. Schools established and maintained by a legal school-maintaining authority are defined as public schools. All others are termed private schools.

The Private School Act of July 25, 1962, regulates establishment and operation of private schools and private student boarding houses. It also provides for accreditation, subsidization, inspection, and administrative responsibility for private schools. Subsidies will be discussed under Finance.

Private schools exist at almost all levels of the educational system except the university level and in 1977-78 enrolled about 9.6 percent of the total school population; that is, 167,057 students in over 650 schools. The distribution among school types is not uniform. Private school enrollment in compulsory general education is about 3 percent, but it increases to 12 percent in upper level academic secondary schools, 20 percent in vocational schools as a whole, and 59 percent in middle level vocational schools. In teacher training 36 percent of the students at the sec-

ondary level and about 29 percent of the students at the postsecondary level are in private schools.

The Roman Catholic Church operates more private schools than any other agency.

Finance

The Federal Government, the States, and the local administrative units (*Bezirke*) all participate in school finance. The Federal Government has complete financial responsibility for academic secondary schools, medium and upper level vocational schools, and higher education. In regard to costs for other schools and levels, the Federal Government pays the majority of personnel costs, while the States and districts pay most costs of buildings, equipment, supplies, books and other teaching materials, and maintenance. Concerning these State and district responsibilities, districts are primarily responsible for expenditures for preschool and compulsory general education, whereas the States pay most general costs of compulsory vocational schools and reimburse the Federal Government for 50 percent of the personnel costs.

Total Federal expenditures for education in 1978 were 30,900 million Austrian schillings (exchange rate in 1978: 1 schilling = $0.06). This represented 12 percent of the total Federal budget and 4 percent of the Gross National Product.

In recent years, Federal funds provided about two-thirds and State and local funds about one-third of total public expenditures for education and research at all levels.

Subventions for private schools differ for church-related schools and other private schools. (The majority of the private schools are operated by the Roman Catholic Church.) Approximately 60 percent of the teaching positions of church-related schools are financed by the Federal Government, either by providing the teachers or by cash payments.

In order to receive subventions, other private schools must operate on a nonprofit basis, meet a need of the area in which they are located, follow admission policies of the corresponding public schools, and maintain a class size similar to that of corresponding public schools. Subventions usually are provided for part of the personnel costs.

Academic Calendar

The academic calendar for elementary and secondary education is determined by the States. It usually runs from September to June or July and is divided into two semesters, with short vacations at Christmas and Easter and about 2 months' vacation in the summer. Generally, there is a short "energy saving" vacation in February. Hours of instruction per week vary from about 20 in the first grade to over 40 in secondary technical schools. (The typical class hour is 45 minutes.) In secondary general schools the number of hours varies from 31 to 36. Schools are in session for 5 days plus a half day on Saturday. Several experiments with a 5-day school week are in progress.

The university year consists of two semesters, from October to February and March to July, respectively. Several universities offer short summer programs.

Language of Instruction

There are 70,000 Slovenes in Carinthia, 25,000 Croatians and a smaller number of Hungarians in Burgenland, and small groups of Czechs and Slovaks in Vienna. Although German is the language of instruction in 99 percent of the schools, the rights of minorities are guaranteed under the Constitution, and elementary schools for minority groups are conducted in their native language. Croatian and Slovenian are offered as electives in academic secondary schools and a Federal academic secondary school (*Gymnasium*) is conducted in Slovenian.

Grading System

At the elementary and secondary levels students are graded according to a 5-point scale: 1—very good (*sehr gut*); 2—good (*gut*); 3—fair (*befriedigend*); 4—passing (*genuegend*); and 5—unsatisfactory (*nicht genuegend*). To be promoted from one grade to the next the student must obtain a report (*Jahreszeugnis*) at the end of the year with no failing grades in required subjects. At the end of the 12th grade in academic secondary schools the student must pass a rigorous final examination (*Matura* or *Reifepruefung*) that qualifies him for university matriculation. The examination is prepared at the national level but is administered by the schools under the supervision of State authorities.

Higher education institutions use the same 5-point verbal scale as the lower schools but do not use the corresponding numbers. In an examination consisting of several parts or separate examinations, each part or examination must receive a passing grade. The student then receives an overall grade of "passed" (*bestanden*). If he fails any part, he will receive a grade of "failed" (*nicht bestanden*). In order to "pass with distinction"

(*mit Auszeichnung bestanden*) the student must have "very good" in over half of his grades and no grade below "good." Examinations that are failed may be repeated two or three times, depending on the nature of the examination or (in some cases) action by the academic authority in charge of the examination.

Preschool Education

Preschool education (*Vorschulische Erziehung*) includes all programs designed to promote the development of the total personality of the child from birth to entrance into formal schooling. Programs concerned with preschool education generally serve one or more of three purposes: To assist families with very small children, to supplement the work of families, and to help prepare children for entrance into the schools. The role of the family is emphasized with younger children, while preparation for entrance into school receives increasing attention as children approach school age.

Preschool facilities are based on State rather than Federal legislation. They may be either public or private, year-round or seasonal, all-day or half-day programs. Public facilities generally are operated by welfare agencies; private ones, comprising about 36 percent of the total, may be established by churches, groups of parents, or individuals. In a few cases nursery schools are maintained by factories. The current tendency, however, is for factories to contribute to the support of nursery schools away from the factory site rather than to maintain their own institution.

Private institutions are frequently subsidized with public funds. Enrollments have been increasing about 5 percent per year and include the great majority of preschool children in urban areas.

Preschool education to assist the family emphasizes keeping the child in the family context. Working mothers have the legal right to a subsidized leave of absence from their place of employment while children are very young. The child-rearing efforts of the family are supported and augmented by adult education programs consisting of lectures, seminars, and individual consultations. Public libraries, which are readily available, provide relevant materials.

Preschool education supplements family efforts at three levels: Infant day-care centers (*Krippen*) take care of children less than 1-year-old; day-care centers (*Kinderhorte*) enroll children between the ages of 1 and 3; and nursery schools (also called kindergartens) enroll children aged 3 to 6.

Nursery school programs emphasize individual activities and work in small groups with a great variety of games and materials. The child has the opportunity to gain a variety of experiences without the pressure of class schedules or formal objectives. An important part of parent education consists of close cooperation between parents and nursery schools through joint meetings of parents and teachers, consulting sessions, and school visitations.

Since over half of nursery school pupils are 5 or 6 years old, the extent to which preschool activities should include an introduction to the work of the first grade (rudiments of reading and numbers) is a question of immediate concern. Special programs and pilot projects are in progress or under consideration to develop a comprehensive program that will relate the upper years of the nursery school more specifically to the work of the beginning grades of the elementary school without sacrificing the relative informality and lack of pressure of the nursery school.

Nursery school teachers must complete specific training programs and be certified. (See Teacher Education.)

Elementary Education

Traditionally elementary education consisted of the 8-year elementary school (*Volksschule*) which, from 1869 to 1962, coincided with the compulsory education requirement. It was divided into a 4-year lower level (*Grundschule*) and a 4-year upper level (*Oberstufe*).

Today elementary education consists almost exclusively of the lower level only. The upper level of the *Volksschule* has been phased out except in remote villages and enrolls less than 1 percent of the relevant age group. Starting with grade 5, all schools are classified as lower secondary (as shown on the chart) although the remaining upper sections of the elementary school have retained their original designation.

The aim of the elementary school (grades 1 to 4) is to provide a common basic education for all children. A nationwide syllabus gives a general outline rather than detailed requirements, listing compulsory subjects and optional variations as well as provisions for remedial work. Detailed time tables are prepared by State school boards. The syllabus divides the 4 years into 2-year cycles, indicating the subject matter for each cycle. The teaching staff, with approval of the district school board, may vary the distribution between cycles to meet local needs.

Table 2 presents the program of studies for the elementary school. Major emphasis is placed on German (6 to 8 hours per week) and mathematics (4 hours). Other subjects are history, geography, science, art, music, writing, handicrafts, and physical education. Special provisions are made for the handicapped (see Special Education).

Upon completing elementary school, a pupil receives a certificate that entitles him or her to enter the lower secondary school.

Table 2.—Number of hours per week in each subject in the elementary school: 1975

Subject	School Year			
	1	2	3	4
Total	*20*	*22–23*	*24–26*	*26–28*
Religious instruction	2	2	2	2
History, geography, science	3	3	3–4	4–5
German/reading	6–7	7–8	7–8	7–8
Arithmetic and geometry	4	4	4	4–5
Music	1–2	1–2	1–2	1–2
Art (boys)	1	1	2–3	2–3
Art (girls)	1	1	1–2	1–2
Writing	—	—	1	1
Handicrafts (girls)	—	1–2	3	3
Physical education	2–3	2–3	2–3	2–3

Source: Austria, Federal Ministry of Education and Arts. *Report on Education 1975* (Submitted to OECD). Vienna, 1975. P. 55.

Secondary Education

Chronologically, secondary education is divided into the lower level (usually grades 5–8) and the upper level, which consists of apprenticeship with part-time schooling or full-time schooling varying in length from 1 to 4 or 5 years (grades 9–12 or 13). Since the introduction of 9 years of compulsory education in 1962, the division between the lower and upper level no longer coincides with the end of the compulsory period.

Students planning to pursue programs extending through the upper secondary level (grade 12 or 13) have a number of options. However, students planning to leave school at the end of the compulsory period had no reasonable choice for the 9th year until a 1-year prevocational course (polytechnical course, *polytechnischer Lehrgang*) was introduced in 1962 to fill this gap. Although this course is at the 9th-grade level, it is generally defined as lower rather than upper secondary level. Lower secondary education, therefore, is defined to include the few remaining upper sections of the elementary school, the compulsory secondary general school, the lower (4-year) section of the 8-year academic secondary schools, and the polytechnical course.

Lower Secondary Schools

The upper elementary school.—Only where no compulsory secondary general school exists has the upper elementary school (grades 5–8) been retained. This generally has occurred where a very small population has made it unfeasible to develop a larger school (e.g., in remote mountain villages where geographic factors preclude grouping into larger units). Authorities believe that an irreducible minimum has been reached. These schools continue the program of the lower elementary schools, augmented by some handicrafts for boys and domestic science for girls, with minimum provisions for remedial work. In a few schools (*Ausbauvolksschulen*) some additional enrichment in terms of more subjects or increased content has been provided. Table 3 presents the curriculum of the upper elementary school. The emphasis on German (5–7 hours per week) and mathematics (5 hours), noted in the elementary school, is continued at the upper elementary level.

The compulsory secondary general school.—Introduced in 1927, the compulsory secondary general school (*Hauptschule*, grades 5–8) was designed to complete the compulsory education requirement in existence at that time.

Table 3.—Number of hours per week in each subject in the upper elementary school: 1975

Subject	School Year			
	5	6	7	8
Total	*27–29*	*27–29*	*27–29*	*27–29*
Religious instruction	2	2	2	2
History, geography, science	4–5	5–6	5–6	5–6
German/reading	6–7	5–6	5–6	5–6
Arithmetic and geometry	5	5	5	5
Music	1	1	1	1
Art	2	2	2	2
Writing	1	1	1	1
Handicrafts (boys)	2	2	2	2
Handicrafts (girls)	3–4	3–4	2–3	2–3
Home economics (girls)	—	—	2	2
Physical education (boys)	3	3	3	3
Physical education (girls)	2–3	2–3	2–3	2–3

Source: Austria, Federal Ministry of Education and Arts. *Report on Education 1975* (Submitted to OECD). Vienna, 1975. P. 74.

Wherever possible (in about 90 percent of the schools), the *Hauptschule* is organized in two parallel streams that differ in academic difficulty. Pupils are assigned to streams by collective decision of the elementary school teachers based on achievement records for grade 4. The lower stream offers the minimum program to fulfill the compulsory education requirement for the age level. The upper stream parallels the lower level of the academic secondary school. One of its functions is to provide a channel to upper academic secondary education in communities where there is no lower level of an academic secondary school or no academic secondary school at all, thus enabling the pupil to attend grades 5 to 8 in his home community before being required to go a greater distance to continue his education.

Table 4 presents the program of studies of the compulsory secondary general school. The number of hours per week in the upper stream (31–34) is only 1 hour more than in the lower (30–33). The primary distinction between the two is that the upper stream requires a modern foreign language (3–5 hours per week) and the lower stream does not. The upper stream also offers Latin as an optional subject in the final 2 years.

Table 4.—Number of hours per week in each subject in the compulsory secondary general school (*Hauptschule*): 1975

Compulsory subjects[1]	School year							
	Upper stream				Lower stream			
	5	6	7	8	5	6	7	8
Total	*31*	*32*	*32*	*34*	*30*	*31*	*31*	*33*
Religious instruction	2	2	2	2	2	2	2	2
German	5	5	4	4	6	5	5	5
Modern language	5	4	3	3	—	—	—	—
History and social science	1	2	2	2	1	2	2	2
Geography and economics	2	2	2	2	2	2	2	2
Mathematics	5	4	4	4	6	5	4	4
Geometric drawing (boys)	—	1	2	2	—	1	2	2
Geometric drawing (girls)	—	1	—	—	—	1	—	—
Biology	2	2	2	2	2	2	2	2
Physics and chemistry	—	2	3	3	—	2	3	3
Music	2	1	1	1	2	2	1	1
Art/writing	2	2	2	2	3	2	2	2
Handicraft (boys)	2	2	2	2	3	3	3	3
Handicraft (girls	2	2	2-3	2-3	3	3	3	3
Home economics (girls)	—	—	2	2	—	—	2	2
Shorthand (boys)	—	—	—	2	—	—	—	2
Physical training (boys)	3	3	3	3	3	3	3	3
Physical training (girls)	3	3	2-3	2-3	3	3	3	3

[1]Elective subjects include Latin, a second modern language, Esperanto, and typing, taken in addition to compulsory subjects.

Source: Austria, Federal Ministry of Education and Arts. *Report on Education 1975.* (Submitted to OECD). Vienna, 1975. P. 77.

The lower level of academic secondary schools. — Pupils may also complete grades 5 to 8 of the compulsory education requirement in the lower level of the academic school (*allgemeinbildende hoehere Schule*). This is generally an 8-year school (grades 5 through 12) leading to the secondary school leaving certificate (*Matura*) that qualifies students for university admission. Until 1971 students were admitted to the lower level by examination. Since that date, the entrance examination has been waived, and students who are declared to be qualified for the upper stream of the compulsory secondary general school are also admitted to the lower level of the academic secondary school without further examination.

The lower level of the academic secondary school prepares the student for admission to the upper level, to upper technical, and to some teacher education programs.

The first 2 years (observation and orientation phase) of the 4-year lower cycle are the same for all schools in this category. The upper 2 years vary slightly depending on the type of academic secondary school of which they are a part. The three major types with a lower as well as an upper level are the *Gymnasium*, *Realgymnasium*, and *Wirtschaftskundliches Realgymnasium fuer Maedchen*. These will be discussed more fully later.

Table 5 presents the program of the lower level of the *Gymnasium* type of academic secondary school. The *Gymnasium* type is sometimes called the early Latin type since it begins Latin instruction in the third year (grade 7). The others do not offer Latin. All three types offer an equal number of hours in a modern language and have the same total number of hours per week; 30 the first year and 33 in each of the other 3 years. The hours devoted to Latin (5 per week) are offset in the other types by additional hours in other subjects.

Since the upper stream of the compulsory secondary general school and the lower level of the academic secondary school are parallel and have the same entrance requirements, a pupil completing grade 4 may choose either one if he wishes the academically more difficult path, instead of the lower stream of the compulsory secondary general school, which is less difficult. The choice between the two more difficult schools may be a matter of convenience (a community may have one of them but not the other), or it may be a question of prestige, since the academic secondary school — and particularly the *Gymnasium* — traditionally is considered to be the superior secondary school.

Table 5.—Number of hours per week in each subject in the lower level of the academic secondary school, *Gymnasium* type: 1975

Compulsory subjects[1]	School Year[2]			
	5	6	7	8
Total	*30*	*33*	*33*	*33*
Religious instruction	2	2	2	2
German	5	4	4	4
Modern language	5	4	3	3
Latin	—	—	5	5
History and social sciences	—	3	2	2
Geography and economics	2	2	2	2
Mathematics	5	4	3	3
Biology	3	2	—	2
Chemistry	—	—	2	—
Physics	—	2	2	2
Music	2	2	2	1
Art	2	2	2	2
Handicraft	—	2	—	2
Physical training	4	4	4	3

[1]Elective subjects include Croatian, Slovenian, handicraft, shorthand, and geometric drawing.

[2]Grades are numbered 1 to 4 (5th to 8th school year).

Source: Austria, Federal Ministry of Education and Arts. *Report on Education* (Submitted to OECD). Vienna, 1975. P. 85.

The existence of parallel schools has raised the question whether the programs and objectives of both could be achieved in a comprehensive school. A number of pilot projects have been in operation since 1971 to test this concept, generally within the framework of the compulsory secondary general school. The form with the longest experience record is the integrated

comprehensive school (*integrierte Gesamtschule*). Under this concept all children entering the first year of the pilot school (grade 5) are enrolled in heterogeneous classes irrespective of the stream that had been recommended by the elementary school. After a review period in grade 5, groups of different achievement levels are formed in German, mathematics, and English. Instruction in other subjects is continued in heterogeneous groups. Remedial instruction is provided to avoid the transfer of children to lower groups or to assist them in preparing for transfer to higher groups. The pilot projects will continue for several years before final decisions are made, but the evidence to date indicates that the project has been providing substantial upward mobility for children who had been judged as qualified for the lower stream only.

The polytechnical course.—Introduced in 1962, the polytechnical course (*Polytechnischer Lehrgang*) provides an opportunity for students to complete the ninth year of the increased compulsory education requirement without entering one of the upper secondary schools, which have objectives beyond completion of the ninth grade. Approximately 80 percent of the pupils enrolled in the course come from the compulsory secondary general school, the others from the upper elementary school or lower academic secondary school.

The content of the course is directed toward practical considerations, such as the choice of a vocation. The number of hours per week is 33 to 35, of which 12 are devoted to additional instruction in German and mathematics (6 hours each).

Although the polytechnical course is terminal in that it completes the general compulsory education requirement, approximately 80 percent of the students enrolled in the course decide to continue their education, typically in a part-time vocational school with apprenticeship.

Enrollments.—The distribution of pupils in grades 5 to 8 among the various types of lower secondary schools in 1977-78 was as follows: Compulsory secondary general school—77.0 percent; lower level of the academic secondary school—19.3 percent; upper elementary school—0.5 percent; and special schools—3.3 percent.

Upper Secondary Schools

Lower secondary education consists essentially of general education. Upper secondary education, on the other hand, provides a great variety of opportunities in terms of occupational expectations. These can be classified in three broad categories: General or academic, vocational/technical, and teacher training. Each of these includes a variety of schools. All except part-time schools with apprenticeship require completion of grade 8 for admission and some require additional entrance qualifications. There are also some special forms with part-time study designed especially for working adults. This section will discuss only the academic secondary school, with vocational/technical education and teacher education presented in subsequent sections.

Academic upper secondary schools (*Allgemeinbildende hoehere Schulen*) have the primary objective of preparing students for university matriculation. There are four major types in this group, two of which appear as different branches at the upper level according to curriculum emphasis and also vary in form. The four types with their branches and variations are listed here along with the German names of each school. All schools are discussed more fully in succeeding paragraphs.

With lower and upper levels

1. "Early Latin" (*Gymnasium*)
   - Upper level branches: Classical (*Humanistisches Gymnasium*)
     Modern language (*Neusprachliches Gymnasium*)
     Mixed (*Realistisches Gymnasium*)
   - Variations: Upper level (*Aufbaugymnasium*)
     Part-time for the employed (*Gymnasium fuer Berufstaetige*)
2. "Standard" (*Realgymnasium*)
   - Upper level branches: Science (*Naturwissenschaftliches Realgymnasium*)
     Mathematics (*Mathematisches Realgymnasium*)
   - Variations: Upper level (*Aufbaurealgymnasium*)
     Part-time for the employed (*Realgymnasium fuer Berufstaetige*)
3. Home economics (*Wirtschaftskundliches Realgymnasium fuer Maedchen*)

With upper level only

4. Upper level (*Oberstufenrealgymnasium*)*

*Although similar in the literal meaning of the name, the *Oberstufenrealgymnasium* should not be confused with the *Aufbaurealgymnasium*. The latter offers the upper level of the standard *Realgymnasium*, whereas the former is a new type of school introduced as an upper level school only, with substantial changes in curriculum as summarized in the description that follows.

The "early Latin" type, or *Gymnasium*, at the lower level offers two languages, Latin and a modern language. At the upper level it has three branches, all of which continue the two languages but differ in that the classical branch offers Greek as a third language, the modern language branch adds another modern language as the third language, and the mixed branch intensifies instruction in mathematics and science instead of adding a third language.

The "standard" type, or *Realgymnasium*, at the lower level offers one modern language. At the upper

level it has two branches, both of which continue the foreign language but differ in that the science type adds Latin and intensified instruction in science and the mathematics type adds a second modern language and descriptive geometry.

Both the *Gymnasium* and the *Realgymnasium* may be organized not only as 8-year schools with both levels, but also as 5-year upper level schools with an introductory year followed by the usual upper years (grades 9 to 12). The *Gymnasium* and the *Realgymnasium* also may be organized to offer part-time programs (usually 9 semesters in length) for students over 17 years old who are employed, thus enabling them to complete the requirements of the secondary school leaving certificate (*Matura*).

The home economics types of *Realgymnasium* or *Wirtschaftskundliches Realgymnasium fue Maedchen*, at the lower level offers one modern language. At the upper level, it continues the language and also offers a second modern language or Latin in grades 9 to 12, handicrafts in grade 9, food science and home economics in grades 11 and 12, and education in grades 10 to 12.

The fourth major type of *Realgymnasium* consists of the upper level only (grades 9 to 12, numbered 5 to 8), called the *Oberstufenrealgymnasium*. Introduced in 1976, this type replaced the *Musisch-paedagogisches Realgymnasium*, which emphasized the arts and education in its curriculum.[1] The new type offers a choice of three areas of emphasis: Instrumental music, descriptive geometry, or sciences.

Generally more than one type of upper secondary program but rarely more than three are available in a single school. In large cities all types may be available.

Table 6 shows the distribution of students among the various types in 1977-78. Tables 7 and 8 present the program of studies of two distinct types in order to illustrate both the common core and the variations among types.

Table 6.--Distribution of enrollments among the types of upper level academic secondary schools: 1977-78

Type of school	Percent of total enrollment
Gymnasium: classical branch	4.5
modern language branch	25.9
mixed branch	7.8
Realgymnasium: science type	17.2
mathematics type	2.4
Home economics *Realgymnasium*	6.5
Oberstufenrealgymnasium	26.2
Aufbaurealgymnasium and *Aufbaugymnasium* (Upper level variations)	1.5
Gymnasium and *Realgymnasium* for employed persons	2.9
Pilot projects and new types[1]	5.1
	100.0

[1]See pp. 30-31.

Source: Austria, Federal Ministry of Education and Arts. *Report on Education 1979* (Submitted to OECD). Vienna, 1979. P. 88.

Table 7.—Number of hours per week in each subject in the upper level of the academic secondary school, classical (*humanistisches*) *Gymnasium* type: 1975

Compulsory subjects[1]	School Year[2]			
	9	10	11	12
Total	*34*	*34*	*34*	*34*
Religious instruction	2	2	2	2
German	3	3	3	3
Modern language	3	3	3	3
Latin	5	3	3	3
Greek	5	3	3	3
History and social science	2	2	2	2
Geography and economics	2	3	2	—
Seminar on social science group	—	—	—	2
Mathematics	3	3	3	3
Biology	2	3	—	2
Chemistry	—	—	2	2
Physics	—	2	3	3
Introductory philosophy	—	—	3	2
Music	2	2	2	2
Art	2	2		
Physical training	3	3	3	2

[1]Elective subjects include Croatian, Slovenian, modern languages not included as compulsory subject, descriptive geometry, handicraft, shorthand, typing.

[2]Classes are numbered 5 to 8 (9th-12th school year).

Source: Austria, Federal Ministry of Education and Arts. *Report on Education 1975* (Submitted to OECD). Vienna, 1975. P. 108.

Table 8.—Number of hours per week in each subject in the upper level of the academic secondary school, mathematics (*mathematisches*) *Realgymnasium* type: 1975

Compulsory subjects[1]	School Year[2]			
	9	10	11	12
Total	*34*	*34*	*34*	*34*
Religious instruction	2	2	2	2
German	3	3	3	3
First modern language	3	3	3	3
Second modern language	5	3	3	3
History and social science	2	2	2	2
Geography and economics	2	3	2	—
Seminar on social science group	—	—	—	2
Mathematics	5	4	4	4
Descriptive geometry	—	—	3	2
Biology	2	3	—	2
Chemistry	—	2	2	2
Physics	3	2	2	3
Introductory philosophy	—	—	3	2
Music	2	2	2	2
Art	2	2		
Physical training	3	3	3	2

[1]Elective subjects include Croatian, Slovenian, Latin, modern language not included in compulsory group, handicraft, shorthand, typing.

[2]Classes are numbered 5 to 8 (9th-12th school year).

Source: Austria, Federal Ministry of Education and Arts. *Report on Education 1975* (Submitted to OECD). Vienna, 1975. P. 109.

Upon completing the academic secondary school, a student must take a comprehensive external examination known as the ***Reifepruefung***, successful completion of which leads to the secondary school-leaving certificate (***Reifezeugnis*** or ***Matura***) and unrestricted university matriculation. The examination consists of two parts—a written examination in German, mathematics, a foreign language, and another compulsory subject characteristic of the type of school, and also an oral examination taken before a board on three subjects chosen by the student. Four weeks after the oral examination, a student's final grade is recorded in his maturity certificate.

The School Acts of 1962 had specified a 13th year for the academic secondary school as well as for the upper level vocational school, but implementation of this requirement for the academic secondary school has been postponed and is now projected for the 1983-84 school year.

Special Education

Special schools (*Sonderschulen*) are organized in eight grades paralleling the elementary and lower secondary school. Insofar as possible, courses are similar to the schools for normal children, adapted as necessary and with remedial work for particular handicaps.

The following special schools or special classes exist:

School	Maximum class size
General special school for underachievers	18
Special schools for the physically handicapped	18
Special schools for children with speech defects	18
Special schools for the hard-of-hearing	18
Special schools for deaf-mutes	10
Special schools for visually handicapped children	12
Special schools for blind children	10
Special schools for maximum-handicapped children	10
Reform schools	18
Hospital schools	18

Special schools are conducted either independently or as special classes attached to an elementary school or to a different type of special school.

Admission of a child to a special school is decided upon by the district school board, either on application of the parents, on application of the head of the school, or on the board's own initiative. Before making a decision, the board must obtain the expert opinion of the head of the special school in question and, if necessary, of a school physician or a public health officer. The decision of the district board may be appealed to the State school board.

If a child's handicap is so severe that benefit from special school instruction is impossible, that child is exempted from the compulsory education requirement.

Vocational and Technical Education[2]

Vocational education consists of three major categories: Apprenticeship with accompanying part-time schooling, middle level vocational schools, and upper level vocational schools.

Apprenticeship with Part-Time Vocational Education

There is no general compulsory education requirement beyond age 15. However, a large number of young people after completing compulsory general education enter an apprenticeship that invariably includes compulsory part-time schooling for the duration of the apprenticeship. Consequently, the part-time schools are called compulsory vocational schools (*Berufsbildende Pflichtschulen*). Students who have reached age 15 are admitted to an apprenticeship regardless of the grade level they have achieved previously.

The length of apprenticeship varies from 2 to 4 years, the most frequent being 3 years. The combination of apprenticeship with part-time schooling is called the dual system of vocational education, since the apprenticeship is performed in an enterprise and the schooling within the educational system.

Common types of part-time vocational schools are trade and industrial schools (*Gewerbliche Berufsschulen*), commercial schools (*Kaufmaennische Berufsschulen*), domestic science schools (*Hauswirtschaftliche Berufsschulen*), and agricultural and forestry schools (*Land-und Forstwirtschaftliche Berufsschulen*).

The part-time schooling may be offered on one 9-hour day per week or the equivalent in block scheduling. Division between the two plans is approximately equal. Because of the increasing complexity of modern technology, as well as requirements for raising the level of general education, plans are under discussion for extending part-time schooling to a second day per week and, in some cases, increasing the length of apprenticeship.

Apprenticeship with part-time schooling enrolls more students than any other type of upper secondary education (See table 1.)

Upon completing an apprenticeship, a student passes an end-of-apprenticeship examination (*Abschlusspruefung*) before the pertinent State board and also is awarded the leaving certificate (*Abschlusszeugnis*) of the compulsory vocational school.

Middle Level Vocational Schools

Middle level vocational schools (*Fachschulen*) presuppose completion of 8 years of general education and provide full-time programs varying in length from 1 to 4 years (or in some cases 5 years) in nine major areas.

1. Industrial schools (*Technische Fachschulen*) are organized by specializations, six of which, in various branches of engineering, are found in 7 to 17 schools. Over 20 specializations appear in one school only. Length of the course is 3 or 4 years. Major emphasis is placed on practical training, which is carried out in the school's own laboratories and workshops. Additional experience is provided through summer employment in industry.

2. Trade schools (*Gewerbliche Fachschulen*) offer courses in numerous trades (e.g., building trades), usually lasting 3 or 4 years.

3. Schools of design (*Kunstgewerbliche Fachschulen*), similar in organization to the trade schools, are primarily concerned with art and industrial design.

4. Commercial schools and office schools (*Handelsschulen, Bueroschulen, Buero- und Verwaltungsschulen*) provide business courses at different levels. Commercial schools offer 3-year courses to prepare students for positions in business. Narrow specialization is avoided in order to provide for occupational versatility. Office schools, which exist only as private schools, offer 1- or 2-year programs at a lower level than those of the commercial schools.

5. Domestic science schools (*Fachschulen fuer wirtschaftliche Frauenberufe*) offer courses varying in length from 1 to 3 years. Practical training at the schools, is augmented by practical experience during summer vacations.

6. Tourism and catering schools (*Fachschulen fuer Fremdenverkehrsberufe*) receive great emphasis,

[2]Austrian educational literature makes no clear distinction between vocational and technical education. Technical education is frequently used for the entire category. However, since technical education has a narrower connotation in American usage, this study will use vocational education for the entire category.

because tourism and the hotel industry are highly important to the Austrian economy. These schools provide 2 or 3 years of training with extensive practical experience during vacations. Courses are also available for adults and for graduates of academic secondary schools.

7. Schools of social work (*Fachschulen fuer Sozialarbeit*) have a minimum entry age of 17 years. Courses last for 2 or 3 years. Practical experience is usually obtained in public service organizations (e.g., public welfare).

8. Agricultural schools (*Landwirtschaftliche Fachschulen*) which were outside the regular school system until 1973, are the responsibility of the States rather than the Federal Government. Programs may be 1 or 2 years in length or may consist of 2 winter semesters. About one-fifth of these schools are private.

9. Nursing schools (*Krankenpflegeschulen*) are administered by the Federal Ministry of Health and Environmental Protection rather than the Federal Ministry of Education and Arts. They are usually attached to hospitals and staffed by medically qualified directors and teachers. Major areas of specialization are nursing, psychiatric nursing, medical-technical services, and midwifery. Nursing requires a 10th year of general education for admission. Entrance age varies from 16 to 18 years, depending on the area of specialization, and courses are 2 to 3 years in length.

Upon completing a middle level school, a student usually takes a terminal examination (*Abschlusspruefung*) and receives a leaving certificate (*Abschlusszeugnis*) that gives him essentially the same employment rights as completion of apprenticeship and part-time schooling in the same field. The fields, however, do not coincide completely. Some opportunities are available under one pattern only, others under the other pattern, and still others under both.

As stated earlier, over half of the enrollment in middle level vocational education is in private schools.

Upper Level Vocational Schools

Upper level vocational schools (*Berufsbildende hoehere Schulen*, also called *hoehere Lehranstalten*) have been established in five fields. All have a 5-year full-time program based on 8 years of general education and terminate with both a vocational certificate (*Abschlusszeugnis*) and the academic secondary school-leaving certificate (*Matura*). Courses are intensive, often exceeding 40 hours per week.

The five types of schools are the following:

1. Industrial and trade schools (*Hoehere technische und gewerbliche Lehranstalten*)
2. Commercial schools (*Handelsakademien*)
3. Domestic science schools (*Hoehere Lehranstalten fuer wirtschaftliche Frauenberufe*)
4. Schools of agriculture and forestry (*Hoehere Land- und forstwirtschaftliche Lehranstalten*)
5. Tourism and catering schools (*Hoehere Lehranstalten fuer Fremdenverkehrsberufe*)

Upper level vocational schools provide the same general types of programs as the corresponding middle level vocational schools, but instruction is comprehensive and at a substantially higher level of difficulty. The general education content is expanded, since the students must take the academic school leaving examination as well as their vocational examinations.

Completion of the upper level vocational school qualifies graduates for admission to the universities and also provides them with extensive occupational qualifications at a highly skilled level.

Guidance Services

Upon completing compulsory education, the Austrian student is presented with a great variety of choices, as seen from the prior discussions of upper secondary and vocational education. Selection of a specific type of program usually leads to a long-term commitment to it, because transfers between schools or programs are difficult or, in many cases, impossible. Consequently the importance of correct choices cannot be overemphasized.

Educational counseling has been developed to give general orientation to students and parents and to assist in solving individual problems, which may be exceedingly complex. These services are either within the educational system or closely linked to it.

Responsibility at the Federal level is divided among three ministries: The Federal Ministry of Education and Arts for the elementary and secondary school level, the Federal Ministry of Science and Research for the higher education level, and the Federal Ministry of Social Administration for vocational choices.

Counseling for secondary schools is provided in two ways—through Psychological Counseling Offices and through counseling teachers. Psyschological Counseling Offices generally are located in State capitals. Staff size may vary from one or two psychologists to 10 or more, augmented part-time by psychiatrists and other specialists. Typical services include advising on the choice of educational courses with reference to the student's aptitudes, interests, and achievements; diagnosing learning and behavior problems and providing help as needed; providing "systems advice" (e.g., evaluation of counseling techniques and procedures and input into teacher training); and cooperating with other counseling agencies. In 1975 there were 66 full-time pyschologists on duty, an increase from 16 over a 10-year period.

Counseling teachers are teachers who have received special training in counseling procedures and are available within the school to provide counseling services on a continuing basis. They assist students and parents in making optimum course selections and advise on course alternatives, helping individuals with problems, disseminating information, maintaining contacts with universities and other schools with reference to special events and visits, and cooperating with labor offices, psychologists, and others concerned with guidance problems.

Every upper secondary school has at least one trained counseling teacher. At the compulsory level, counseling teachers were introduced in 1973-74, with the objective of having one in every compulsory secondary general school of substantial size as soon as possible.

Teacher Education

Teacher training is offered at both the secondary and higher education levels, depending on the type of institution in which the graduating teachers will be employed. The secondary level, shown on the chart as middle level teacher-training schools, include three types of schools, frequently called normal schools in English translation—for handicraft teachers, for nursery school teachers, and for nonteaching supervisors in boarding schools and student boarding houses.

Training for teachers of all other levels and kinds is conducted at the postsecondary level in teacher-training colleges and institutes, vocational teacher-training academies and institutes, universities, and colleges of fine arts. Teacher training represents the largest category of nonuniversity postsecondary education—approximately 8 percent of all postsecondary education.

Middle Level Teacher-Training Schools

Successful completion of 8th grade is required for entrance into the three types of middle level teacher-training schools. A certification examination is taken at the end of the program in each school before a board chaired by a State school inspector and including the principal and selected teachers from the school where the course was taken. Adults may take extramural examinations to qualify for certification, but no specific provisions have been made to assist them in meeting examination requirements. Some private schools have developed courses to meet this need.

In 1977-78 there were 12 normal schools for handicraft teachers, 24 for nursery school teachers, and 3 for nonteaching supervisors, with a combined enrollment of 6,050.

Normal schools for handicraft teachers.—Teachers of handicrafts and home economics are prepared in the 4-year normal school for handicraft teachers (*Bildungsanstalt fuer Arbeitslehrerinnen*). Courses total 38 hours per week (36 in the last year) and include general as well as professional studies (e.g., German, mathematics, history, and social science, as well as home economics, sewing, pattern making, and handicrafts).

Normal schools for nursery school teachers.—Nursery school teachers are trained in schools for that purpose (*Bildungsanstalt fuer Kindergaertnerinnen*) in a 4-year course. Courses total 33 or 34 hours per week. Seven additional hours may be taken in the fourth year to qualify a student for assignment to a nursery boarding school.

Normal schools for nonteaching supervisors (proctors).—Nonteaching supervisors are primarily responsible for out-of-class activities in public or private boarding schools or private pupil boarding houses not attached to a specific school. The first training program was started as a pilot project in 1960 as the Federal Institute of Boarding School Education in Baden. In the normal school for nonteaching supervisors (*Bildungsanstalt fuer Erzieher*), courses vary from 1 to 5 years, depending on the previous training of a student (e.g., a 2-year course would follow 11 years of general education). One of the three schools in the group is public, and the other two are private.

Teacher-Training Colleges and Institutes of Further Training

Teachers for compulsory general schools are trained in postsecondary teacher-training colleges, supplemented by institutes of further training. All programs terminate with a certification examination (*Lehramtspruefung*). Successful candidates receive a teaching certificate (*Lehramtszeugnis*) for specific schools or programs, as follows:

Elementary schools—*Lehramtszeugnis fuer die Volksschule*
Compulsory secondary general schools—*Lehramtszeugnis fuer die Hauptschule*
Special schools—*Lehramtszeugnis fuer Sonderschulen*
Polytechnical courses—*Lehramtszeugnis fuer den Polytechnischen Lehrgang*

Teacher-training colleges.—Prerequisites for admission to teacher-training colleges (*Paedagogische Akademien*) are the secondary school-leaving certificate (*Matura*), an aptitude test in fine arts, and a physical aptitude test. These colleges provide 4-semester programs for teachers of elementary schools and 6-semester programs for teachers of compulsory secondary general schools, schools of special education, and the polytechnical course.

The 4-semester program consists primarily of professional subjects—theory and systems of education, theory of instruction, educational psychology, educational sociology, school law, elementary school methods, and practice teaching, augmented by some courses in art, music, handicraft, and physical training. The

curriculum is completed with a certification examination, taken before a board and consisting of a thesis and two written and three oral requirements.

For the 6-semester course for teachers of the compulsory secondary general school, students select one major among the subjects of German, modern language, or mathematics, a second major among other compulsory subjects, and a minor among professional subjects (religious education, theory of education, theory of instruction, educational psychology, or educational sociology). The certification examination consists of a thesis, a written examination on three subject groupings, a practice teaching demonstration, and an oral examination.

Table 9 presents the curriculum for training teachers of the compulsory secondary general school.

Students preparing to teach in special schools must select two majors from among the 10 types of special schools described on page 16. Courses are divided among general background, professional training, and practice teaching.

Table 9.—Number of hours per week in each subject in the teacher-training college in the program to prepare teachers of the compulsory secondary general school: 1975

Subject	Semester					
	1	2	3	4	5	6
Total	*33*	*33*	*32*	*26*	*27*	*15*
Religious instruction	2	1	1	1	1	—
Theory of education	1	1	2	1	1	—
Pedagogical seminar	1	—	—	—	—	—
Theory of instruction	2	2	1	1	1	—
Educational psychology	2	2	1	1	1	—
Educational sociology	2	1	2	1	1	—
Minor subject	—	—	1	1	1	2
Electives	—	1	1	1	1	—
School law	—	1	1	—	—	—
Biological bases: school hygiene	—	—	1	—	—	1
Introduction to therapeutical education	1	—	—	—	—	—
First major subject	2	6	6	6	6	5
Methodology of the first major	—	1	1	1	1	1
Second major subject	2	7	7	7	7	—
Methodology of the second major	—	1	2	1	1	—
School practice	4	4	4	4	4	4
Elementary school methods	5	2	—	—	—	—
Music, art, handicraft, and physical training	8	[1]2	—	—	—	—
Political education	—	—	—	—	1	1
Adult education or youth leadership	—	—	—	—	—	1
Media	—	1	—	—	—	—
Speech training	1	—	—	—	—	—

[1]One of the four as an elective.

Source: Austria. Federal Ministry of Education and Arts. *Report on Education 1975* (Submitted to OECD). Vienna, 1975. P. 260.

Teachers for the polytechnical course must select one major from among German, mathematics, or modern language and a second major from economics and sociology, science, or industrial arts. The curriculum stresses the specific objectives of the ninth year of compulsory education.

Certification examinations for teachers of special schools and the polytechnical course are similar in scope to the examination at the end of the 6-semester course for teachers of the compulsory secondary general school.

In 1977–78 there were 14 teacher-training colleges, 6 of which were private (one operated by a private foundation and five by the Roman Catholic Church) with a total enrollment of 8,748.

Institutes of further training.—A dual function in inservice training is performed by institutes of further training (*Paedagogische Institute*) for teachers of compulsory general schools. First, they provide courses enabling active elementary school teachers who were certified through the standard 4-semester curriculum of the teacher-training college to achieve the level of the 6-semester course and obtain certification for teaching in the compulsory secondary general school, special schools, or the polytechnical course. Secondly, the institutes provide ongoing inservice programs to keep teachers abreast of school law, changes in course contents, educational questions of general interest, or workshops on special problems or pilot projects.

Vocational Teacher-Training Academies and Institutes of Further Training

Prior to September 1, 1976, some teachers for vocational schools were trained in vocational teacher-training academies and others in institutes of further training for vocational teachers. As of September 1, 1976, the latter institutes were relieved of their responsibility for preservice training. Consequently, preservice training is now the responsibility of the vocational teacher-training academies, and inservice training the responsibility of the institutes of further training.

Some courses run throughout the school year, whereas others are short term either while schools are in session or during vacation periods.

The institutes are under the control of the States. The Federal Ministry of Education and Arts, however, presents an annual list of topics and activities that are used by the States in planning their programs.

Vocational teacher-training academies.—Teachers in vocational schools receive their training in vocational teacher-training academies (*Berufspaedagogische*

Akademien), which are divided into three types on the basis of subject matter—general and business subjects, theoretical technical subjects, and practical subjects. Candidates for training in the first two groups must have received the secondary school-leaving certificate (*Matura*), and those for training in the third group must be master craftsmen with several years of practical experience in the field concerned.

Four vocational teacher-training academies have been established to train (1) teachers for compulsory part-time vocational schools and (2) teachers of practical subjects in textile trades and domestic science for middle or upper level vocational schools. The curriculum covers 4 semesters and includes general and professional subjects and practice teaching. Certification examinations (*Lehramtspruefungen*) are conducted at the State level and include practice teaching, a written examination, and an oral examination. Successful candidates receive a teaching certificate (*Lehramtszeugnis*) specifying the subject for which they have been trained.

Teachers of agriculture and forestry are trained in a single institution, the Federal Teacher Training Academy in Agriculture and Forestry (*Bundesseminar fuer das landwirtschaftliche Bildungswesen*), which is organized similarly to the vocational teacher-training academies.

In 1977-78, the four vocational teacher-training academies and the Federal teacher-training academy in agriculture and forestry enrolled 712 students.

Institutes of further training for vocational teachers.—The function of the institutes of further training (*Berufspaedagogische Institute*) for vocational teachers is to conduct inservice training programs for vocational teachers and to pursue research on vocational training. Courses may extend throughout the year or be concentrated in workshop form. The institutes may be established in conjunction with vocational teacher-training academies or may operate independently.

Teacher Training at the Universities

Teachers in academic secondary schools and teachers of general or theoretical technical subjects at middle or upper level vocational schools are trained at universities, sometimes also taking courses at colleges of fine arts. For certification, students must complete 9 semesters.

University studies are divided into two cycles, the first of which introduces and supplies the fundamentals of the field concerned, while the second provides in-depth study and specialization. Each student must select two major areas of specialization. The training program consists of substantive study in the area of specialization and training in education. The substantive study provides the knowledge expected of a teacher at the upper secondary level and lays the foundation for eventual doctoral studies. The training in education includes general educational studies, training in methodology of the subject, and school practice. School practice consists of courses at the university and practice teaching periods in academic or vocational secondary schools. Frequently the same teacher offers the courses at the university and supervises the practice teaching.

Upon completing the 9-semester program, students must take oral and written certification examinations leading to the master's degree (e.g., Master of Philosophy—*Mag. phil.*; Master of Arts—*Mag. Art.*; or Master of Science: *Mag. rer. nat.*).

Teachers of general subjects at vocational secondary schools generally have training identical to that for teachers in academic secondary schools. Teachers of theoretical technical subjects frequently are graduates of technical universities and usually have extensive practical experience in their field to assure practice-oriented instruction in theoretical subjects. Teachers of theoretical technical subjects at middle level vocational schools are not required to have a university degree but must have the *Matura* with training and experience commensurate with the requirements of the courses they are assigned to teach.

Teachers of commercial secondary schools generally are university graduates in economics education, an 8-semester program. Teachers of education courses (e.g., educational theory, educational psychology, general methodology) at teacher-training colleges must have university-level specialization in these fields and extensive experience as teachers in the elementary or compulsory secondary general schools. Statistics on the total number of university students enrolled in teacher training are not available.

Higher Education

Higher education in Austria is dominated by the universities (*Universitaeten*) and the colleges of fine arts (*Hochschulen kuenstlicher Richtung*), which have equivalent status. In 1977-78, enrollments of Austrian students in higher education were distributed as follows: Universities—83 percent; colleges of fine arts—5 percent; teacher-training colleges and vocational teacher-training academies—8 percent; and all other postsecondary institutions—4 percent. Table 10 presents the 12 universities and 6 colleges of fine arts with university status, together with the year of founding and enrollment in 1977-78.

Universities

The general German term for a higher education institution is *Hochschule* (often erroneously translated as high school), which includes the universities and all other institutions of university rank. Most institutions in this category have either *Universitaet* or *Hochschule* in their official title.

Higher education in Austria began with the founding in 1365 of the University of Vienna. The universities of Graz, Innsbruck, and Salzburg were added in the 16th and 17th centuries. Specialized universities for veterinary medicine, agriculture, mining, and economics were added in the 18th and 19th centuries. Called *Hochschulen* at the time of founding, all have recently been renamed *Universitaeten*. Two additions in the 20th century brought the total to 12. Institutions in this group frequently are classified as "scientific" (*wissenschaftliche*) universities in contrast to the university-level colleges of fine arts (*Hochschulen kuenstlicher Richtung*).

Administration.—Two basic principles underlie university administration: The preeminence of the Federal Government in education and the principle of university autonomy. University administration, therefore, is a cooperative effort of the Federal Government and the university. The Federal Government is represented by the Federal Ministry of Science and Research (*Bundesministerium fuer Wissenschaft und Forschung*) and the university by its administrative and academic staff. Broadly speaking, the Government is responsible for financing facilities, equipment, staff, and other requirements, while the university is responsible for academic administration.

The administration of universities is defined in detail by the University Organization Act of April 11, 1975 (*Universitaets-Organisationsgesetz, UOG, vom*

Table 10.—Universities and colleges of fine arts, with year of founding and enrollment: Winter semester 1977-78

Institution	Year of founding	Enrollment
Grand total		*98,383*
Universities		
Total		*92,809*
University of Vienna	1365	34,987
University of Graz	1585	12,695
University of Innsbruck	1669	12,840
University of Salzburg	1619	6,841
Technical University of Vienna	1815	7,819
Technical University of Graz	1811	4,432
University of Mining (*Montanuniversitaet*), Leoben	1814	969
University of Agriculture and Forestry (*Universitaet fuer Bodenkultur*), Vienna	1872	2,022
Veterinary University (*Veterinaermedizinische Universitaet*), Vienna	1767	1,165
University of Economics (*Wirtschaftsuniversitaet*), Vienna	1898	6,653
University of Linz	1962	3,460
University for Educational Sciences (*Universitaet fuer Bildungswissenschaften*), Klagenfurt	1970	1,057
Colleges of fine arts		
Total		*5,574*
College of Fine Arts (*Akademie der bildenden Kuenste*), Vienna	1692	563
College of Music and Drama (*Hochschule fuer Musik und darstellende Kunst*), Vienna	1817	2,185
College of Applied Art (*Hochschule fuer angewandte Kunst*), Vienna	1863	674
College of Music and Drama (*Hochschule fuer Musik und darstellende Kunst, Mozarteum*), Salzburg	1870	1,046
College of Music and Drama (*Hochschule fuer Musik und darstellende Kunst*), Graz	1815	797
College of Industrial Art and Design (*Hochschule fuer kuenstlerische und industrielle Gestaltung*), Linz	1973	309

Sources: Dates of founding: Austria, Federal Press Service. *Austria: Facts and Figures.* Vienna, 1978. P. 148. Enrollments: Austria, Bundesministerium fuer Wissenschaft und Forschung. *Hochschulbericht 1978* (Tabelle 1.16;K 2). Wien, 1979. Pp. 115; 170.

11. April 1975). All Austrian universities are public institutions at the Federal level.

Seven of the universities (Vienna, Graz, Innsbruck, Salzburg, Linz, and the technical universities of Vienna and Graz) are divided into faculties (*Fakultaeten*), which in turn are divided into subject groups (*Fachgruppen*) corresponding approximately to departments. The other five universities are divided directly into subject groups (departments). University institutes, which are teaching and research units, are organized within the subject groups.

For example, the University of Vienna (by far the largest) is divided into the eight faculties of Catholic theology, Protestant theology, law, social and economic sciences, medicine, basic and integrative sciences, humanities, and natural sciences. The other six with faculty organization have from three to six faculties.

The top administrative bodies of universities organized into faculties are the rector (*Rektor*) and the academic senate (*Akademischer Senat*). The other universities are headed by the rector and the university council (*Universitaetskollegium*). Most universities have some university-wide arrangements outside the faculty organization, such as libraries, research facilities, data processing center, and sport organizations.

The rector is elected by the university assembly for a 2-year period and must hold the top academic rank (*Ordentlicher Professor*). During his period of service he is relieved of his teaching and research duties. Afterward, he may be granted up to two research semesters, when he is relieved of teaching duties. (The university assembly includes representation from all faculty levels, administrative staff, and the student body.) During his first year in office, the rector is assisted in his duties by his immediate predecessor, who becomes his deputy, and in his second year by his successor-elect.

The rector represents the university before the public and heads both academic and nonacademic administration functions insofar as the latter are a university responsibility. He exercises his academic responsibilities as chairman of the academic senate (or university council) and represents the senate when the latter is not in session. Although the rector exercises broad supervision over administrative functions (finance, buildings, equipment, etc.), these functions are headed by a Federal civil servant who, as a specialist in government administration, has been assigned to the university by the Federal Ministry of Science and Research. With the title of University Director, he is responsible for direct supervision of the administrative staff. While he must consult with the rector on administrative matters, he reports directly to the Ministry. Since the rector is limited to two terms but the director has no fixed term, the latter frequently provides continuity through consecutive rectors' terms of office.

The academic senate consists ex officio of the rector and his deputy, the deans of faculties, the university director, the director of the library, and the director of any institute or university agency when its activities are under discussion by the senate. Other members of the senate are the chairman of the personnel office for teaching personnel, the chairman of the personnel office for other personnel, a representative of the Austrian student association, a representative of university lecturers, a representative of university assistants, and representatives of the student body.

The academic senate, under the chairmanship of the rector, is responsible for the academic administration of the university. There are six major areas of concern.

1. General supervision of the academic program of the university, including recommendations for establishing teaching and research institutes, central agencies of the university, new courses of study, and for action on academic proposals submitted by other university agencies.
2. Coordination of activities that involve more than one faculty; and settlement of jurisdictional disputes among faculties or other university agencies.
3. Consideration of all actions that require submission to the Federal Ministry of Science and Research for decision. Such actions must have senate approval before they can be forwarded.
4. General approval of the university budget and staffing pattern (final action is taken by the Government through the Federal Ministry of Science and Research); and allocation of financial resources among faculties and other university agencies insofar as the Ministry has not made specific allocations.
5. Development of the university code of regulations, including internal security; teaching, research, and examination procedures; safe operation of university equipment with restrictions on use of facilities as necessary; and general control over assignments of buildings and equipment.
6. Awarding of honorary degrees and other university honors.

Faculties are headed by deans (*Dekane*), who are elected for a 2-year term by representatives of all members of the faculty (professors, lecturers, assistants, administrative personnel, and students). Deans must hold the top faculty rank. Following their period of service they may be granted a research semester without teaching duties.

Faculties are administered by the dean and the faculty council (*Fakultaetskollegium*). The council consists of the professors, other teaching and research personnel (lecturers, assistants), representatives of the student body, and representatives of other faculty personnel. The faculties (or university council) are the major academic administrative bodies below the academic senate. They organize teaching and research institutes and coordinate their activities, participate in the preparation of courses of study and examination requirements, nominate candidates for professorships and other academic positions, invite guest professors, award academic degrees, carry out decisions of study commissions, and are responsible for many other details of academic administration.

University councils of the five universities that are not divided into faculties are organized like the faculty councils of the other universities.

University institutes, the smallest administrative organizations, are directly responsible for performing the teaching and research activities of the university. An institute may be responsible for a single subject area or a subject group. An institute generally is organized within a single faculty, but sometimes involves more than one faculty, in which case the university senate acts as coordinator and appoints a commission to perform this function.

If an institute has only one full professor (*Ordentlicher Professor*), he automatically is its director. In a large institute with several top-ranking professors, one may be elected director and others elected deputy or assistant directors, forming an executive council (*Institutsvorstand*).

In addition to the director or executive council, the institute has a representative body (*Institutskonferenz*), consisting of all professors assigned to the institute, representatives of other academic personnel (e.g., lecturers, assistants), representatives of the students, and representatives of other personnel if assigned to the institute (e.g., technicians and maintenance staff). The representative body elects the executive council (if there is one) and makes recommendations to the director or council for action that it considers necessary to carry on the work of the institute.

Admission.—The traditional requirement for unrestricted admission to the universities is the secondary school leaving certificate (*Matura*) obtained either at the academic secondary school after 12 years of schooling or at the upper level vocational school after 13 years. Secondary schools for students at least 17 years old who have entered employment (*Gymnasium* or *Realgymnasium fuer Berufstaetige*) enable students to obtain the *Matura* on a part-time (night-school) basis.

Two additional opportunities are available for obtaining limited admission to university education. One of these is an entrance examination based on professional experience (*Berufsreifepruefung*), generally limited to persons between the ages of 25 and 45. Persons who did not obtain the *Matura* but acquired the necessary prerequisites for a specific university study program through work experience may take an examination for admission to that program. Should a student who is admitted in this way decide to change his course of study, additional examinations would be required.

The second opportunity is a university matriculation examination (*Studienberechtigungspruefung*), limited generally to Austrian citizens at least 24 years old. Since 1978 several universities have introduced pre-university courses of at least 10 months' duration to prepare students for the entrance examination for a specific course. In order to be admitted to the pre-university course, the student must pass an aptitude examination prepared by a board established for that specific purpose.

After being admitted to the university by any of the above methods, a student must register every semester for the courses he wishes to pursue.

No restrictions on the number of enrollments (*numerus clausus*) have been placed on Austrian students. However, since a number of countries have such restrictions on their own students (e.g., the Federal Republic of Germany has severe limitations on enrollments in medical sciences), enrollments of students from these countries are limited in Austria to avoid severe overcrowding of facilities to the detriment of university education for its own citizens.

Academic programs.—Academic programs are generally offered at two levels—the diploma level and the doctoral level. The diploma level usually requires 8 to 10 semesters and is divided into two parts, each terminating with an examination. The first part provides an introduction to the subject field and a survey of its major areas, and the second emphasizes specialization in a specific area. The student generally has a wide range of choices from which to select an area of specialization.

Individual courses are classified as required courses (*Pflichtfaecher*), elective courses (*Wahlfaecher*), and free courses (*Freifaecher*). Required courses must be taken by all students in a particular field and provide the essential introduction to the field. Elective courses supplement the required courses and make allowances for individual interests. Both required and elective courses are included in diploma examinations. Free courses enable students to pursue interests not as inti-

mately related to their fields of study and do not include an examination requirement.

In addition to the diploma examination, the student must present a thesis (*Diplomarbeit*). The choice of subject and preparation of the thesis is supervised by the student's major professor.

Doctoral studies presuppose completion of diploma studies or equivalent and emphasize the candidate's ability to perform independent study and research. They usually require 2 to 4 semesters of study beyond the diploma level and terminate with a dissertation and final oral examination open to the public.

An exception to the procedure described above is the study of medicine, which has no diploma phase, but consists of at least 12 semesters of study (beyond the secondary level) leading directly to the doctorate. Students must take a preliminary examination at the end of the fourth semester in order to continue their medical studies.

Degrees.—First degree programs are called "diploma programs" and usually lead to a master's degree. Notable exceptions are the first degrees awarded in engineering and agriculture, where the standard degree is diploma engineer (*Diplom-Ingenieur, Dipl.-Ing.*). Some typical master's degrees are *Mag. phil.* (Master of Philosophy), *Mag. art.* (Master of Arts). *Mag. iur.* (Master of Laws), *Mag. rer. nat.* (Master of Natural Sciences), and *Mag. pharm.* (Master of Pharmacy). No distinction is made between university first degrees. It should be noted, however, that diplomas are also issued at some postsecondary institutions that are not of university level, and these diplomas thus do not have the status of a university first degree.

The only degree in medicine is the doctorate, *Doktor der gesamten Heilkunde, (Dr. med. univ.)*. Most master's degrees are followed by corresponding doctor's degrees: *Dr. phil.* (Doctor of Philosophy), *Dr. iur.* (Doctor of Laws), and *Dr. rer. nat.* (Doctor of Natural Sciences). Diplomas in engineering (*Dipl.-Ing.*) are usually followed by a doctorate in technical sciences (*Dr. techn.*), but a diploma in agriculture (*Dipl.-Ing.*) is followed by *Doktor der Bodenkultur, Dr. nat. techn.*

University faculty.—The teaching faculty of universities consists of four ranks: Teaching and research assistant (*Assistent*), lecturer (*Dozent*), associate professor (*Ausserordentlicher Professor*), and professor (*Ordentlicher Professor*).

Teaching and research assistants frequently have completed the doctorate and are working under the direction of a senior professor in order to advance to the lecturer level. To obtain the qualifications of a lecturer, the candidate must complete a process called habilitation (*Habilitation*), which consists of four steps: (1) A general aptitude examination, (2) preparation of a second dissertation that must be published, (3) demonstration of teaching ability before colleagues, and (4) discussion of the dissertation and other scholarly work before the habilitation committee (*Habilitation Kolloquium*).

Upon completing this procedure, the successful candidate receives the "right to teach," the traditional *venia docendi* and the title of *Dozent*. All educational requirements for progressing to the upper academic ranks are now completed. Usually a lecturer spends a number of years in that rank depending on the availability of university vacancies at the associate professor level.

Colleges of Fine Arts

The six colleges of fine arts listed in table 10 are the only institutions other than the 12 universities that have university status. All except one contain *Hochschule* in their titles. (The sixth retains its traditional title, *Akademie der bildenden Kuenste Wien.*)

Because of their relatively small size, colleges of fine arts are not divided into faculties but have subject groups (departments) for major areas (music, painting, sculpture, architecture). The *Matura* is generally required for admission, but evidence of outstanding ability in an artistic field may be substituted.

Courses of study generally last 8 to 10 semesters, but a few last 12 and musical composition requires 16.

Some programs terminate with a single diploma examination, while others with two diploma examinations and a Master of Arts (*Mag. art.*) degree. Teacher-training programs for teachers of music and art in the secondary schools usually terminate with the Master of Arts degree.

Doctoral studies are available in numerous fields, leading to the Doctor of Philosophy degree (*Dr. phil.*). Degree programs in architecture are offered at the technical universities (Vienna, Graz), the University of Innsbruck, and the College of Applied Arts and the Academy of Fine Arts, both in Vienna. The universities award engineering degrees in this field (*Dipl.-Ing.*), whereas the college and the academy award a Master of Architecture degree (*Mag. arch.*).

In addition to the two broad fields of music and art, courses are available in book design, film production, stage design, costume and fashion design, jewelry design, and industrial design.

Non-University Postsecondary Training

Included in non-university postsecondary training are teacher-training colleges and vocational teacher-training academies, both of which have already been

discussed, and a small number of institutions and courses in several unrelated fields. This section will present the latter group, which includes institutions called "*Kollegs*" and other courses for holders of the *Matura;* the European Academy for Secretaries; academies of social work; training courses for medical-technical services; and postsecondary courses for nonteaching supervisors (for boarding schools). All of these are classified as postsecondary because they all require the *Matura* for admission.

Kollegs and other courses for holders of the Matura.—*Kollegs* (not translated as "colleges" to avoid confusion with other institutions) are programs of study, usually 4 semesters in length, offered at upper level vocational schools to enable holders of the *Matura* from an academic secondary school to obtain a professional qualification as well, or for a holder of the *Matura* from an upper level vocational school to obtain a professional qualification different from the one he already has. Upon completing the program, students receive a second *Matura.*

Other courses (*Abiturientenlehrgaenge*) for holders of the *Matura,* usually grouped with *Kollegs,* are similar to the *Kollegs* but more limited is scope, usually requiring only 2 semesters of study. Some examples are programs in surveying, textile technology, commercial subjects, data processing, tourism, catering, and hotel work. Graduates receive a certificate of completion for the course they have taken.

The European Academy for Secretaries.—The European Academy for Secretaries is one of an association of secretarial schools in Western Europe that was organized in 1968 with headquarters in Vienna. The school offers a 4-semester course in languages, secretarial work, and business practice. Final examinations are given by an international board, and graduates are awarded a "European Secretary" diploma. The school is private and is relatively expensive since it receives no Government subsidy. The number of graduates is about 20 per year, although employment opportunities would be available for a larger number.

Academies for social work.—Although usually requiring the *Matura* for admission, academies for social work (*Akademien fuer Sozialarbeit*) may admit students with 11 years of general education upon completion of a 1-year preliminary course. The program covers 4 semesters and terminates with a diploma examination. Plans for extending the course to 6 semesters are under discussion. The course, consisting of both theoretical studies and practical work, includes introduction to sociology, psychology, and education, medical and legal problems, and the methodology of social work.

There are eight schools in operation, one of which offers part-time instruction (admission age 20) for employed persons. Total enrollments in 1977-78 were 607. Qualified social workers are in short supply, and a substantially larger number of graduates could be absorbed.

Some social work training is also provided in middle level vocational schools.

Training programs for higher medical-technical services.—Training programs in medical-technical fields are under the jurisdiction of the Federal Ministry of Public Health and Environmental Protection. Entrance requirements are either the *Matura* or the nursing diploma. Most courses require 2 years and lead to a diploma. Major areas of specialization are laboratory technician, physical therapy, speech and hearing therapy, and dietetics.

Postsecondary course for nonteaching supervisors.—Training for nonteaching supervisors is carried on primarily at the middle (secondary) teacher-training level. Because of the shortage of personnel in this field, 1-year courses emphasizing boarding house problems have been organized in Baden, Vienna, and Tirol for holders of the *Matura.*

Adult Education

Adult education has a long history in Austria and serves a great variety of interests. Seven major organizations and a large number of minor ones, most of which are nongovernmental, participate in adult education. The Federal interest is expressed in the ***Federal Adult Education Act of March 21, 1973,*** which standardizes terminology and defines prerequisites and other conditions for Federal subsidies. The Ministry of Education and Arts contains an adult education section and publishes a monthly journal, ***Adult Education in Austria (Erwachsenenbildung in Oesterreich).***

In 1972 the seven major organizations formed the Conference of Austrian Adult Education (***Konferenz der Erwachsenenbildung Oesterreichs, KEBOE***) to represent adult education in dealings with the Government, agencies interested in adult education, and the public. The organization creates a means for more effective coordination among programs, a stronger voice for dealing with Government agencies, and a more effective use of available funds.

Programs include general education, technical education, political and community education, consumer education, parent education and family planning, fine arts and aesthetics, health and physical training, ethical, religious and philosophical studies, and vocational training, retraining, and upgrading. These programs generally are not credited toward diplomas or degrees.

Among the oldest institutions offering general adult education are centers called "people's colleges" (***Volkshochschulen***), which reach an estimated 1.8 million people per year in regular courses and almost 27,000 separate presentations. The association of church-sponsored adult education programs (***Ring Oesterreichischer Bildungswerke***) estimates that it reaches approximately 3 million persons per year in seminars, courses, and single presentations. The Austrian Broadcasting System (***ORF***) has developed numerous programs in both general and technical fields.

An important aspect of adult education is "second chance" education, which provides opportunities for persons who left formal education at a relatively low level to achieve higher educational credentials, including the ***Matura.***

Technical and professional training and upgrading for adults is provided by chambers of commerce, trade unions, associations of manufacturers, professional societies, and individual enterprises.

Limited financial support for adult education is provided by the Federal Government, the States, and the local communities. Substantial support is provided by business, industry, and labor organizations. Individual enterprises generally finance their programs with their own funds. Some support is provided by registration and course fees.

Austria has participated actively in developing the concept of "recurrent education," promoted in recent years by the United Nations Educational, Cultural, and Scientific Organization (UNESCO) and by the Organization for Economic Cooperation and Development (OECD), which defined the concept as "a comprehensive educational strategy for all post-compulsory or post-basic education, the essential characteristic of which is the distribution of education over the total lifespan of the individual in a recurring way, i.e., in alternation with other activities, principally with work but also with leisure and retirement." Following the ninth meeting of the European ministers of education in 1975, which had recurrent education as its main theme, Austria was one of the first countries to hold a national seminar on the topic (in May 1976). (A report of the seminar appears in the Selected References.)

Educational Research

Scientific research as a whole is closely related to higher education. University education and scientific research are represented in the Federal Government by a single ministry, the Federal Ministry of Science and Research. The principle of unity of research and teaching, developed especially by Wilhelm von Humboldt at the University of Berlin in the early 19th century, plays an important part in the Austrian concept of university education (every teacher also a researcher and vice-versa). Consequently, a substantial part of Government-sponsored research is performed at the universities. In 1977, the Federal Government spent 3,900 million schillings (in 1977, 1 schilling = $0.0625) on research and research promotion, distributed as follows: University research and related activities—67 percent; Government research—14 percent; industrial research—15 percent; and promotion of research by international organizations—4 percent.

Research in the field of education has been action research more than basic research, much of it related to the pilot projects in progress. All current information on concluded research projects in education has been collected since 1971. Two areas have received major emphasis: Pilot projects for the 10 to 14 age group and studies concerning technical and vocational education for adults and labor market research.

Other areas of interest include preschool education, teacher training, curriculum development (particularly in science and geography), media research, and political education.

The new University of Educational Sciences at Klagenfurt (*Universitaet fuer Bildungswissenschaften*), founded in 1970, is designed as a center that will contribute toward identifying and solving education problems. In 1978, the Institute for Instructional Technology, Media Didactics, and Engineering Pedagogy of the Austrian Institutions of Higher Learning was opened with its seat at the university at Klagenfurt. The board of directors consists of one professor and one assistant from each Austrian university-level institution. Program areas that are envisioned for the university include intensive courses for professional in-service education, programs for diploma and doctoral studies in educational sciences, study programs for training secondary school teachers, and consultation and information services for individuals and institutions conducting research and development work in educational sciences.

Austria participates actively in international organizations concerned with educational research, including the Council for Cultural Cooperation of the Council of Europe (Strassbourg); the European Documentation and Information System for Education (EUDISED), similar in purpose to the Educational Resources Information Center (ERIC) in the United States; and the Center for Educational Research and Innovation of the Organization for Economic Cooperation and Development (CERI/OECD).

A comprehensive Research Organization Act is in its final drafting stage. The most important items of the act will include definitions of the principles and targets of research promotion by the Federal Government, regulation of coordination and cooperation in the field of research, creation of legal foundations for research promotion and research orders by the Federal Government, regulation of university and nonuniversity research, and financial provisions.

Recent Developments and Trends

The extension of compulsory education from 8 to 9 years by the School Acts of 1962 created far-reaching and serious problems both in the structure and the content of elementary and secondary education.

The key issue was the structural placement and curricular content of the ninth year. One alternative was to extend the duration of existing compulsory education schools from 8 to 9 years, leaving the structure of upper secondary education essentially unchanged, except tha the grades covered would be 10 through 13 instead of 9 through 12. A second alternative was to leave the existing system basically unchanged but to add a 1-year course that would provide a means of completing the compulsory education requirement for those students who did not wish to enter existing upper secondary schools. The latter was adopted in the form of the polytechnical course (shown on the chart), but results generally fell below expectations, and as late as 1979 Austrian authorities still expressed some dissatisfaction with the program.

From the very beginning, there was substantial opposition to the extension itself. In 1969, the compulsory school law was upheld in a national referendum. Following the referendum, the Federal Parliament (*Nationalrat*) adopted a resolution to establish a Parliamentary School Reform Commission to consider reforms of the entire pre-university educational system —structure, content, and method.

The Parliamentary School Reform Commission

In accordance with the parliamentary resolution, the Parliamentary School Reform Commission (*Schulreformkommission*) was established by the Federal Ministry of Education and Arts, with broad representation of Federal and State Governments, teachers, parents organizations, and youth organizations. Reflecting the essentially conservative nature of Austrian education, the Commission adopted as its basic principle that no reforms would be introduced into the school system before they had been thoroughly tested in pilot projects.

Within the Ministry of Education and Arts, the Center for Educational Experiment and Development was established to assume the primary responsibility for directing and supervising the reform effort. The Center has two departments, one at Klagenfurt, the other at Graz. Department I (Klagenfurt) is responsible for pilot projects, instructional media, and organization of curriculum. Department II (Graz) is concerned primarily with supervision, evaluation, measurement of achievement, examinations, and career counseling.

Elementary and Secondary Education

To provide the basis for new directions in elementary and secondary education, a large number of pilot projects were introduced starting in 1971-72. By 1979 these pilot projects had involved over 300,000 students. Participants were distributed among major projects in 1979 as follows:

Preschool level	7,680
Elementary school	17,730
Early training in foreign language of students 8-10 years old	212,000
School for students 10-14 years old	48,000
Polytechnical course	15,000
Integrated basic school of special education	1,700
Differentiated special schools	1,000
Upper level secondary schools	4,600

As pilot projects prove their merit, they are introduced into the school system as a whole on a gradual basis. One successful pilot project, in its seventh year in 1979, enables students to take the academic secondary school leaving examination in two installments— after the 11th year in some subjects and after the 12th in others. A number of experiments are in progress to test the 5-day school week and the full-day school.

Some substantial changes were made possible by changes in school law. One of the most comprehensive changes was in the Fifth Amendment to the School Organization Act of 1962, effective September 1, 1976. Some important aspects of the Amendment are the following: A statement on the principle of coeducation stating that separation of sexes in public schools should be in exceptional cases only; a provision for establishing special types of compulsory secondary general schools with opportunities for emphasizing fine arts or sports; introduction of the upper cycle form of academic secondary school (*Oberstufenrealgymnasium*) to replace the former arts and education type (*Musisch-paedagogisches Realgymnasium*); a revision of regulations governing compulsory voca-

tional schools and middle level vocational schools for social occupations; introduction of academies for social work; and transfer of the 6-semester course at teacher-training colleges from pilot project status to standard curriculum.

An amendment to the School Instruction Act of 1974, effective September 1, 1977, brought the schools of agriculture and forestry, which had been in a category by themselves, into the same framework as other vocational schools.

An amendment to the School Periods Act of 1964, effective March 1978, authorized the States or individual schools to introduce the 5-day week instead of the traditional 6-day week.

Changes in school laws provide a basis for experimentation in school organization and curriculum. For example, two similar types of 5-day schools have been established on an experimental basis: The "all-day school" (*Ganztagsschule*) and the "day-home school" (*Tagesheimschule*). The first model is characterized by integration of study assignments, which traditionally have been done outside of school, into instruction in the school. The second type places study assignments in a supervised study period at the school following the regular instruction. Several pilot projects are also in progress on a comprehensive school at the compulsory level (*Gesamtschule*).

Changes are also in progress or under consideration in vocational education. One objective is to strengthen ties between the vocational school and industry. Another is to develop increased opportunities for adult workers to continue their training, either in evening school or in study groups. The mass media is also planning programs in this area.

A major objective of long-range planning is to shift the enrollment balance from general secondary education to middle and upper level vocational education. From the current ratio of 2:1 in favor of general education over vocational education, the ratio is expected to approach 1:1:1 among general, middle level vocational, and upper level vocational education by 1985.

University studies, regulated by the *General University Studies Act of July 15, 1966 (Allgemeines Hochschulstudiengesetz)*, have been under constant revision in recent years. A series of nine implementing laws to the general act, have been passed covering major study areas (e.g., medicine, law, and technical studies).

The General University Studies Act and its implementing laws provide the legislative bases for Study Orders issued by the Ministry of Science and Research and detailed study plans prepared by the academic staff of the universities. Study Orders for 98 of 105 fields of study have been issued, and others are being prepared. These orders define the scope, general content, duration of studies, and examination requirements for each field. Study plans provide detailed guidance for faculty and students.

A complete revision of the basic law of 1966, currently being drafted, will incorporate new developments such as the use of mass media and correspondence study in university programs.

School reform efforts have stimulated curriculum research. The Ministry of Education and Arts publishes reports on about a 2-year cycle entitled "Curriculum Research in Austria" (*Bildungsforschung in Oesterreich*), which have strengthened coordination of research both within Austria and also with the projects of the European Documentation and Information System for Education (EUDISED).

Emphasis has been placed on political education as an instructional principle at all school levels. Political education as a separate subject is to be replaced by its incorporation as part of all subjects. Teachers, students, and parents are expected to work together so that the Austrian school can make the best possible contribution to the political life of the country. A number of pilot projects are under construction to develop specific guidelines for this effort.

Higher Education

The number of students in higher education has risen steadily. University enrollments have increased from 51,276 in 1970-71 to 92,809 in 1977-78. Most of the expansion has been accommodated at existing universities, although two new ones, added in this century, enroll a total of about 4,000 students.

Through the steps taken by the universities, a student's progress through the university is controlled much more closely than in the past. However, freedom of choice is preserved through "irregular" patterns, which enable a student to develop his or her program by selecting from a number of different study orders and plans. Active consideration is being given to using mass media and correspondence as means for providing maximum flexibility to higher education.

In contrast to a number of other European countries (e.g., the Federal Republic of Germany), Austria has provided the necessary spaces at universities to avoid *numerus clausus* (restriction of enrollments). All Austrian students who have the necessary prerequisites can be accommodated at the universities. In addition, approximately 11 percent of the student body consists of foreigners.

Glossary of Selected Educational Terms

German	English
A	
Abiturientenlehrgang	Special courses for holders of the secondary school leaving certificate
Akademie fuer Sozialarbeit	Postsecondary school for social work
Akademischer Senat	Academic senate, responsible for academic administration of a university
Allgemeinbildende hoehere Schule	Upper secondary school of general education
Allgemeines Hochschulstudiengesetz	Federal law regulating university study
Aufbaugymnasium	Upper level variation of the *Gymnasium* (academic secondary school)
Aufbaurealgymnasium	Upper level variation of the *Realgymnasium* (alternate type of academic secondary school)
Ausbauvolksschule	Upper level of the elementary school with expanded program
Ausserordentlicher Professor	Associate professor
B	
Berufsbildende hoehere Schule	Upper secondary vocational school
Berufsbildende Pflicht-schule	Part-time compulsory vocational school accompanying apprenticeship
Berufsbildende Schule, Berufsschule	Vocational school
Berufspaedagogische Akademie	Postsecondary academy for training vocational school teachers
Berufspaedagogisches Institut	Inservice training institute for vocational school teachers
Berufsreifepruefung	University matriculation examination based on vocational experience rather than secondary school study
Bezirk	Local school district
Bezirksschulrat	Local school board
Bildungsanstalt fuer Arbeitslehrerinnen	Training school for girls' handicraft teachers
Bildungsanstalt fuer Erzieher	Training school for nonteaching supervisors for boarding schools
Bildungsanstalt fuer Kindergaertnerinnen	Training school for nursery school teachers
Bildungsbericht	Report on education
Bildungswesen	Educational system
Buergerschule	Former augmented upper elementary school, replaced by the compulsory secondary general school (*Hauptschule*)
Bueroschule	School for training office workers
Buero- und Verwaltungsschule	School for training office workers (somewhat higher level than the *Bueroschule*)
Bundesministerium fuer Unterricht und Kunst	Federal Ministry of Education and Arts
Bundesministerium fuer Wissenschaft und Forschung	Federal Ministry of Science and Research (responsible for higher education)
Bundesseminar fuer das landwirtschaftliche Bildungswesen	Postsecondary school for training teachers of agriculture and forestry
D	
Dekan	Dean of a university faculty
Diplomarbeit	Thesis required for university diploma
Diplom-Ingenieur	Standard degree awarded by technical universities in engineering (also used in a few other applied fields)
Doktor	Doctorate (academic degree)
Doktor der gesamten Heilkunde (Dr. med. univ.)	Standard doctor of medicine degree
Dozent	University lecturer (academic rank preceding associate professor)
E	
Erwachsenenbildung	Adult education
Erziehung	Education
F	
Fachgruppe	Subject group (sometimes used for an academic department)
Fachschule	Middle level (full-time) vocational school
Fachschule fuer Fremdenverkehrsberufe	Vocational school for tourism
Fachschule fuer Sozialarbeit	Middle level school for social work
Fachschule fuer wirtschaftliche Frauenberufe	Vocational school for domestic science
Fakultaet	University faculty, used to designate major academic areas (e.g., faculty of medicine)
Fakultaetskollegium	Faculty council
G	
Gesamtschule	Comprehensive school
Gewerbliche Berufsschule	Trade school (part-time)
Gewerbliche Fachschule	Middle level (full-time) trade school
Grundschule	Lower level of the elementary school (grades 1-4), the only level classified as elementary in current usage

German	English
Gymnasium	The most common designation for the academic secondary school
Gymnasium fuer Berufstaetige	Academic secondary school offering part-time instruction for employed persons
H	
Habilitation	Procedure required to obtain credentials for university teaching
Habilitation Kolloquium	Commission appointed to conduct *Habilitation* examination
Handelsakademie	Postsecondary commercial school
Handelsschule	Commercial secondary school
Hauptschule	Compulsory secondary general school (grades 5–8), which enrolls the great majority of lower secondary pupils
Hauswirtschaftliche Berufsschule	Part-time school of home economics
Hochschulbericht	Report on higher education
Hochschule	General term for universities and other institutions of equivalent rank. Frequently used in title of individual institution
Hochschule kuenstlicher Richtung	College of fine arts (university level)
Hoehere land- und forstwirtschaftliche Lehranstalt	Upper secondary level school of agriculture and forestry
Hoehere Lehranstalt	Upper secondary (full-time) vocational schools
Hoehere Lehranstalt fuer Fremdenverkehrsberufe	Upper secondary school for tourism
Hoehere Lehranstalt fuer wirtschaftliche Frauenberufe	Upper secondary school for home economics
Hoehere technische und gewerbliche Lehranstalt	Upper secondary trade and industrial school
Humanistisches Gymnasium	Classical *Gymnasium*, emphasizing Latin and Greek in its curriculum
I	
Institutskonferenz	Advisory body representing all members of a university institute
Institutsvorstand	Executive council of a university institute
Integrierte Gesamtschule	A comprehensive school (grades 5–8), which is testing possible ways to integrate the programs of the compulsory secondary general school and the lower academic secondary school
J	
Jahreszeugnis	Annual report card
K	
Kaufmaennische Berufsschule	Part-time commercial school (secondary level)
Kinderhort	Children's day care center
Kolleg	A 2-year course offered at upper (full-time) vocational schools for holders of the secondary school leaving certificate (*Matura*)
Konferenz der Erwachsenenbildung Oesterreichs, KEBOE	Association of the seven major agencies concerned with adult education
Krankenpflegeschule	Middle level secondary school of nursing
Krippe	Day care center for infants (age 1 to 3)
Kunstgewerbliche Fachschule	Middle level school of design
L	
Land (pl. *Laender*)	State (sometimes called province)
Landesschulrat	State school board
Land- und forstwirtschaftliche Berufsschule	Part-time vocational school of agriculture and forestry
Landwirtschaftliche Fachschule	Middle level secondary school of agriculture
M	
Matura	Secondary school leaving examination entitling student to university matriculation
Mathematisches Realgymnasium	Upper academic secondary school with mathematical emphasis
Mit Auszeichnung bestanden	Passed with distinction (university level highest grade)
Musisch-paedagogisches Realgymnasium	Upper academic secondary school with arts and education emphasis, replaced in 1976 by the *Oberstufenrealgymnasium*
N	
Nationalrat	National parliament
Naturwissenschaftliches Realgymnasium	Upper academic secondary school with science emphasis
Neusprachliches Gymnasium	Upper academic secondary school with modern language emphasis
Numerus clausus	Limitation on university enrollment because of lack of facilities
O	
Oberstufe	Upper level (grades 5–8) of the elementary school (also used for the upper level of any two-level school)
Oberstufenrealgymnasium	Academic secondary school offering upper level (grades 9–12) only, usually preceded by an introductory year
Oesterreichischer Rundfunk, ORF	Austrian national radio network
Ordentlicher Professor	Top academic rank
P	
Paedagogische Akademie	Postsecondary institution for training teachers for the elementary, compulsory general secondary and special schools, and the polytechnical course
Paedagogisches Institut	Inservice training institute for teachers listed in preceding entry
Pflichtfach	Compulsory subject required of all students in a particular field

German	English
Polytechnischer Lehrgang	A 1-year pre-vocational course to enable students who do not elect a school that includes the 9th grade to fulfill the compulsory education requirement
R	
Realgymnasium	Alternate type of academic secondary school (introduced in 1908) that provides a stronger emphasis on science and mathematics than the traditional *Gymnasium*
Realgymnasium fuer Berufstaetige	Academic secondary school with part-time program for employed persons
Realistisches Gymnasium	Sometimes called the mixed type, an academic secondary school with a program having some of the features of the classical and some of the modern language *Gymnasium*
Realschule	An academic secondary school introduced originally as an alternative to the *Gymnasium* and replaced by modern types with mathematics and science emphasis
Reifepruefung	Academic secondary school terminal examination
Reifezeugnis	Academic secondary school leaving certificate, same as *Matura*
Rektor	Chief administrative officer of a university (equivalent of university president)
Ring Oesterreichischer Bildungswerke	Association of Catholic and Protestant adult education agencies
S	
Sonderschule	Special school for the handicapped
Studienberechtigungspruefung	Examination to qualify for university matriculation in a specific field without completion of the usual secondary school requirement
T	
Technische Fachschule	Middle level industrial secondary school
U	
Universitaet	University
Universitaetskollegium	University council, the chief academic administrative body of a university that is not organized in faculties
Universitaets-Organisationsgesetz (UOG)	University Organization Law of 1975, which defines the current organization of universities
V	
Volkshochschule	Adult education center, frequently called the "people's college"
Volksschule	Elementary school, traditionally grades 1-8, now usually limited to grades 1-4
Vorschulische Erziehung	Preschool education
W	
Wirtschaftskundliches Realgymnasium fuer Maedchen	Academic secondary school for girls with home economics emphasis
Wissenschaftliche Hochschule	"Scientific" university, distinguished from university-level colleges of fine arts

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